

## RESEARCH OF BASIC ECONOMIC KNOWLEDGE AMONG CHILDREN OF SENIOR PRESCHOOL AGE

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### ABSTRACT

The article deals with the diagnosis of the formation of elementary economic knowledge in older preschoolers. Economic knowledge of preschool children is expressed in their analytical and synthetic skills, the ability to generalize and classify, the ability to solve entertaining problems with economic content and apply the knowledge acquired in a new situation. A study was conducted in older preschoolers in pre-school education, children's knowledge was analyzed and a statistical analysis of the results was made based on the data gathered. Based on the analysis of psychological and pedagogical point of view on an investigated problem, based on the understanding of the formation of basic economic knowledge among preschoolers as a complex, dynamic process, descriptive criteria and indicators on economic knowledge of preschool children were distinguished.

**Keywords:** diagnostics, economic knowledge, preschool age, economic thinking, consumer culture, entrepreneurship, economy, prudence.

### ANNOTATSIYA

maqolada katta maktabgacha yoshdagi bolalarda ilk iqtisodiy bilimlarni shakllantirishning diagnostikasi ko'rib chiqiladi. Maktabgacha yoshdagi bolalarning iqtisodiy bilimlari ularning analitik-sintetik qobiliyatlari, umumlashma va tasniflash qobiliyatlari, qiziqarli vazifalarni iqtisodiy mazmun bilan hal qilish va olingan bilimlarni yangi vaziyatda qo'llash qobiliyati bilan ifodalanadi. Maktabgacha yoshdagi bolalarni o'rganish o'tkazildi, bolalarning bilimlari tahlil qilindi va olingan ma'lumotlar asosida natijalarni statistik tahlil qilindi. Maktabgacha yoshdagi bolalarda ilk iqtisodiy bilimlarni murakkab, jadal rivojlanayotgan jarayon sifatida shakllantirishni tushunish asosida o'rganilayotgan muammo bo'yicha psixologik va pedagogik nuqtai nazarni tahlil qilish asosida maktabgacha yoshdagi bolalarning iqtisodiy bilimlari darajasini tavsiflovchi mezon va ko'rsatkichlar ajratildi.

**Kalit so'zlar:** diagnostika, iqtisodiy bilim, maktabgacha bo'lgan yosh, iqtisodiy fikrlash, iste'mol madaniyat, tadbirkorlik, tejamkorlik, hisob-kitob.

### Аннотация

в статье рассматривается диагностика сформированной элементарных экономических знаний у детей старшего дошкольного возраста. Экономические знания детей дошкольного возраста выражаются в их аналитико-синтетических умениях, способности к обобщениям и классификации, в умении решать занимательные задачи с экономическим содержанием и

применять полученные знания в новой ситуации. Проведено исследование у старших дошкольников в ДОО, проанализированы знания детей и составлен статистический анализ результатов на основании полученных данных. На основе анализа психолого-педагогической точки зрения по исследуемой проблеме, исходя из понимания формирования элементарных экономических знаний у дошкольников как сложного, динамично развивающегося процесса, выделены критерии и показатели, характеризующие уровень экономических знаний дошкольников.

**Ключевые слова:** диагностика, экономическое знание, дошкольный возраст, экономическое мышление, потребительская культура, предприимчивость, экономность, расчетливость.

## INTRODUCTION

At present, for the prosperity of a modern society and the strengthening of the state's economy, people with economic knowledge are needed. The large-scale reforms carried out during the years of independence of Uzbekistan laid a solid foundation for national statehood and sovereignty, ensuring security and law and order, inviolability of state borders, the rule of law, human rights and freedoms, interethnic harmony and religious tolerance in society, created decent living conditions for the population and the realization of the creative potential of citizens. At the same time, a comprehensive analysis of the past stage of the country's development, the changing situation of the world economy in the context of globalization and increasing competition require the development and implementation of radically new ideas and principles for further sustainable and advanced development of the country. In 2017, on February 7, by presidential Decree No. UP-4947, an action strategy was developed for five priority areas of development of the Republic of Uzbekistan in 2017-2021. The third direction of the State Program is devoted to the development and liberalization of the economy, aimed at further strengthening of macroeconomic stability and maintaining high growth rates of the economy, increasing its competitiveness, modernization and intensive development of agriculture, continuing institutional and structural reforms to reduce the presence of the state in the economy, further strengthening the protection of rights and the priority role of private property, stimulating the development of small businesses and private entrepreneurship, comprehensive and balanced socio-economic development of regions, districts and cities, active attraction of foreign investment in the economy and regions of the country by improving the investment climate.

In order to radically improve the effectiveness of the ongoing reforms, create conditions for ensuring comprehensive and accelerated development of the state and society, implement priority directions for the modernization of the country and the liberalization of all spheres of life, it is necessary to educate and form elementary economic knowledge of children at the preschool age. To do this, the knowledge of preschoolers should be diagnosed from an economic point of view.

Diagnostics of elementary economic knowledge of preschool children is one of the necessary components of the process of economic education of children. Economic knowledge of preschool children is expressed in their analytical and synthetic skills, the ability to generalize and

classify, in the ability to solve entertaining problems with economic content and apply the knowledge gained in a new situation. Based on the analysis of psychological and pedagogical literature on the research problem, based on the understanding of the formation of basic economic knowledge in preschool children as a complex, dynamic process, descriptive criteria and indicators on economic knowledge of preschool children were distinguished.

These include awareness (accuracy, completeness, volume), awareness (conviction, logic), effectiveness (activity), skill (application of the acquired knowledge in gaming activities).

The consumer culture of preschool children can be presented in the form of elementary information: - introduce children to the complex world of objects, things, human relationships with the help of games, economic tasks: - give children concepts about economic categories such as: labor, goods, bank, money, value, price, interest; - give children concepts about economic categories such as: labor, goods, bank, money, value, price, interest; - explain to the child the correct use of information technologies (computer, phone, Internet, advertising), deal with it;

Pedagogical diagnostics is a special type of activity, which is the establishment and study of signs that characterize the state and results of the learning process, it monitors and evaluates, and allows on this basis to predict possible deviations, determine ways to prevent them, as well as adjust the process of training and education in order to improve the quality of training of specialists.

In this case, pedagogical diagnostics gives us the opportunity to study the availability of elementary economic knowledge of preschoolers, and evaluate the results of the study. Since the economic education of preschoolers forms practical qualities such as enterprise, economy, prudence, the ability to quickly and efficiently solve emerging problems. Besides they form practical intelligence.

Entrepreneurship is manifested in the fact that in a difficult life situation, a person is able to find several solutions to the problem that has arisen, and most importantly-no matter what problem they face, he is always ready and able to find its optimal solution in practical terms. An enterprising person can find a way out of any situation.

Economy as a quality of the practical mind consists of the fact that a person who possesses this quality is able to find a method of action in the current situation, would lead to the desired result with the least cost and expense.

Prudence is manifested in the ability to look far ahead, foreseeing the consequences of certain decisions and actions, accurately determine their result and assess what it may cost.

Finally, the ability to solve tasks quickly is a dynamic characteristic of practical intelligence, which manifests itself in the amount of time that passes from the moment the problem occurs to its practical solution.

The above-mentioned personality qualities should be possessed by a child of preschool age in the course of economic education. First of all, you need to study the availability of any knowledge in this area, because the family also educates and forms elementary economic knowledge of children by its own special ways and means. We will conduct the following study in preschoolers in order to diagnose elementary economic knowledge.



1 . Does the child have an idea about money (cash, non-cash money):

Material: pictures depicting different types of money: plastic card, paper money, coins.

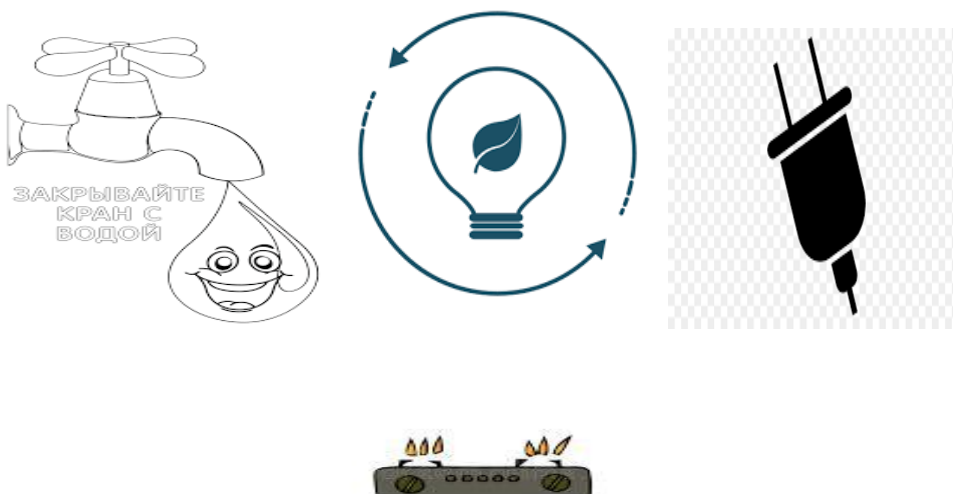


Move: the teacher asks the child to answer the questions:

- ✚ How can you name everything in the pictures in one word?
- ✚ What is money?
- ✚ Why do I need money?
- ✚ What is the difference between cash and non-cash money?

2. Distinguishes and names useful resources that make a person's life easier, which should be carefully used (whether there is a consumer culture).

"What resources are vital to us, which we need to use carefully, sparingly"? Material: pictures with images of natural gas, electricity, drinking water, etc.



**Move: the researcher suggests considering.**

Then he asks them to name each of the objects depicted in the pictures, to tell them what they are needed for, what safety precautions should be taken, and how to save these resources so that they will last for all of humanity for a long time.

- + Why do we need natural gas and electricity?
- + Why do we need to use these resources sparingly?

3. Then you can diagnose the knowledge of older preschoolers about the phenomena of public life by asking the following questions:

- + Does he know the date of his birth, his patronymic, and the names and patronymics of his parents?
- + Does she know about her parents' work?
- + How much do they earn?
- + Do their parents give them pocket money? If so, what do they spend the money on?
- + Does she know her home address and phone number?

**Course: in an individual conversation, the teacher asks the child questions:**

- + Tell me your first name and patronymic, first name and patronymic of mom and dad.
- + Tell me your date of birth.
- + Tell me your first name and middle name, first name and middle name of mom and dad.
- + What does your Mom and Dad do? What do they do at work?
- + If they give you pocket money, what do you spend it on?
- + Tell me your home address and phone number.

**4. Conducting a question-and-answer conversation in an individual form:**

Task 1. Question to the child: "Who and where do your parents work?"

Task 2. Question to the child: "What kind of household chores do your family members do?"

Task 3. Question to the child: "Do you know how much money your parents get for their work?"

Task 4. Question to the child: "What is the money spent on in your family?"

Task 5. Question to the child: "What kind of help do you provide to parents in the household?"

Task 6. Question to the child: "Who can be said to be economical, and who is thrifty?"

Task 7. Question to the child: "What is property?"

Task 8. The teacher asks the child to divide the cards into groups: what belongs to the child; what belongs to his family; what belongs to everyone.

Task 9. Question to the child: "What are taxes?"

Task 10. Question to the child: "Why do you need to pay taxes?"

Task 11. Question to the child: "What documents do you know?"

**5. He knows the national flag, the state emblem, and the national anthem.**

Material: illustration of the state emblem of Uzbekistan with the image of the happy bird Humo; drawing of the flag of Uzbekistan; audio recording of the national anthem of Uzbekistan, photo of the President of the Republic of Uzbekistan.



**Move:** the teacher offers to look at the illustrations and show the coat of arms and flag of the Republic of Uzbekistan. Then he offers to listen to an audio recording of the national anthem of the Republic of Uzbekistan, explaining asks questions:

What does the state emblem mean? When was the state emblem of Uzbekistan approved. The State Emblem of Uzbekistan is the official state symbol of the Republic of Uzbekistan. Approved on July 2, 1992.

The state emblem of the Republic of Uzbekistan is an image of the rising sun over mountains, rivers and a blooming valley, surrounded by a wreath consisting of wheat ears on the right and cotton branches with open cotton boxes on the left.

In the center of the coat of arms is a Humo (bird of happiness in Uzbekistan) with outstretched wings-in Uzbek mythology, a symbol of happiness and freedom. Uzbek poet Alisher Navoi described the Humo bird as the kindest of all living creatures.

At the top of the emblem is an octahedron, symbolizing the establishment of the republic, inside a crescent with a star.

The image of the sun symbolizes the light that illuminates the path of the Uzbek state, and also emphasizes the unique natural and climatic conditions of the republic.

The two rivers depicted under the bird are the Amu Darya and the Syr Darya, which flow on the territory of Uzbekistan.

The ears are the symbol of bread, the stalks with open cotton boxes characterize the main wealth of Uzbekistan. Moreover, the ears and boxes of cotton, intertwined with the ribbon of the National Flag, symbolize the consolidation of the peoples living in the republic.

The flag of Uzbekistan — along with the state emblem and anthem — is the official state symbol of the Republic of Uzbekistan. The symbolism of the National Flag of the Republic of Uzbekistan continues the traditions inherent in the flags of the powerful powers that existed on the territory of the country, at the same time reflects the natural features of the republic, the national and cultural identity of the people. The sky blue color on the flag is a symbol of the blue sky and clear water. The azure color is revered in the East, it was once chosen for his flag by the great Amir Temur.

White is the symbol of peace and purity. The young independent state must overcome high passes on its way. The white color on the flag means a good wish that the path is clear and bright.

Green color-the personification of the blessed nature. At present, the environmental protection movement is growing all over the world, the symbol of which is also green.



The red stripes are the life forces that pulse in every living being, a symbol of life.

The crescent corresponds to the centuries-old tradition of the people of Uzbekistan. The crescent moon and stars are the symbol of the cloudless sky of the world.

The national anthem of the Republic of Uzbekistan is one of the main state symbols of Uzbekistan, along with the flag and coat of arms.

The national anthem of the Republic of Uzbekistan is the song "Serkuesh ypurylkam» Why does the country need an emblem, a flag, an anthem? (To unite people living in our country are distinctive signs).

Where can I see the image of the coat of arms and flag of Uzbekistan? (On coins, on cars, planes, buildings).

Where and when can I listen to the national anthem of Uzbekistan? Do you know the words of the hymn by heart?

Thus, the diagnosis of knowledge about the state symbols of older preschoolers can form the patriotic education of the personality of preschoolers. Patriotism, as a moral quality, is the result of purposeful education, and preschool childhood is the most favorable period for introducing a child to national culture. Love for the Motherland, loyalty to it, responsibility and pride for it, the desire to work for its benefit, to protect and multiply its riches - consumer culture and economic knowledge begin to form at the preschool age.

## **6. Economic questions-tasks aimed at diagnosing the acquired economic knowledge and the formation of economic thinking and consumer culture in a group form are also carried out.**

### **Material:**

scales, piggy bank, wallet.

✚ Why is milk, bread, and candy cheaper at a food fair than at a store?

✚ What is more expensive: a kilogram of apples or a kilogram of apple jam?

✚ When is there more demand for fur coats, in winter or in summer?

✚ What do you need to buy on the stock exchange, and what is in the store: 5 kg of sugar, 10 bags of rice?

✚ What do you need to do so that there is not only consumption, but also accumulation?

Along with practical, visual, and verbal methods, the game occupies a special place in the formation of economic knowledge. The game acts as a method of learning, as a type of activity, and as a form of organizing educational activities, during which the process of forming and consolidating the system of acquired economic knowledge is carried out. The course of the study in order to diagnose the elementary economic knowledge of older preschoolers was carried out in a playful way.

The purpose of the study is to diagnose children's ideas about elementary economic knowledge.

So, based on the data gathered, I conducted a statistical analysis of the results obtained in the senior group consisting of 20 preschoolers in one group: the knowledge of elementary economic knowledge was revealed:

Table No. 1 "Results of diagnostics of elementary economic knowledge in the senior group of preschool children»

High level	Intermediate level	Low level	Results
3-preschoolers, they independently, confidently, consciously answered questions, performed tasks.	In 7-preschoolers, they answered well, and when tasks were difficult to complete, they turned to the teacher for help.	In 10-preschoolers, they mostly failed to complete tasks, could not specifically answer questions.	Tall: 15%  Average: 35%  Low: 50%

The highest level was detected in 3 of preschoolers, they self-confidently, deliberately answering questions, performing tasks, which is 15%; the average level detected in 7 of preschoolers, they responded well, with difficulty of assignments turned for help to the caregiver, is 35%; low levels were detected in 10 preschoolers, largely failed execution of tasks, were not able to specifically answer the questions and make up 50% of the total number of preschoolers diagnosed group. The data obtained as a result of observations indicate that the majority of preschool children have a low level of knowledge of elementary economic knowledge. This shows the necessary training to the economic knowledge of our children already at preschool age with the help of reading and analyzing fairy tales, conversation, exercises, working with cards, game exercises related to economics.

### LITERATURE

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