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THE MAIN DIRECTION OF DEVELOPING ECONOMICAL COMPETENCIES OF STUDENTS

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Abstract

The article covers the improvement of competencies on the family economy in students in the pedagogical process and its main areas. The purpose of the study is to select technologies that serve to improve competencies regarding the family economy in students in the process of pedagogical education.

Keywords Competence, family economy, economic competence, economic socialization, integration, orientation.

INTRODUCTION

The economy is a source of livelihood, a mechanism for satisfying the material needs of an individual. It is an important direction in the life of society and serves to form a material lifestyle. Therefore, a rational approach to the economy and its proper organization are considered one of the important tasks facing every society.

A family is a social group that forms a community of people who belong to it and are connected by blood ties. According to its dictionary meaning, a family is recognized as "a small group of people based on marriage or blood ties, a common lifestyle, moral responsibility and mutual assistance." Blood ties consist of parents, children, and in most cases, adults who are directly related to the family - grandparents.

By age, students studying in higher educational institutions (HEI) are considered to have their own family or are about to start a family. Therefore, they need to have competencies related to the family farm and its effective management. On the

basis of market production, strong competition arises, the type and volume of socio-economic needs increase, this demand is of particular relevance. It is necessary that the general educational process, including teacher education, organized in higher educational institutions, be able to contribute to the formation of students' knowledge, skills and competencies related to the family economy, its effective management, ensuring a mutual balance between income and family activities, creating additional sources of income.

Research methods

Research methods: study the literature on the basics of pedagogical, psychological and economic knowledge and the content of scientific research conducted in the relevant areas; questionnaire; test; conversation; pedagogical observation; modeling; pedagogical experience; mathematical-statistical method.

Results and its discussion

In the process of pedagogical education, the duration of improvement of competencies regarding the family economy in students is considered the process of pedagogical activity, which is consistently, continuously and systematically organized on the basis of a specific goal in the period involving a period including a bachelor's or master's degree.

The main subjects in the organization of the process are teachers of pedagogical disciplines. Their knowledge of not only pedagogical, but also the basics of economic knowledge, theoretical and practical experience in the effective organization of a family economy allows us to achieve the expected result. In addition, for the effective promotion of the planned process, it is important for the interaction of pedagogical subjects with teachers of a number of subjects - "Fundamentals of Economic Knowledge", "Technology", "Applied Arts", law and mathematics. Also, in improving the competencies of students related to the family economy, teachers of pedagogical disciplines work on themselves, have experience in independently acquiring economic knowledge, and have analytical skills, which is a guarantee that the planned process will take place in a certain sequence and be effective. In the process of pedagogical education, the improvement of the competencies of students related to the family economy was carried out in three areas:

the first direction is the organization of training in the education system in such a way that a person can acquire economic knowledge, skills, qualifications and experience;

the second direction is the decision to integrate the process of education and spiritual and educational work in order to enrich the economic knowledge, skills, qualifications and experience acquired by a person in the learning process;

the third direction is diagnostics and assessment of the level of availability (or development) of competencies related to the family economy among students.

At the same time, the improvement of the competencies associated with the family economy of students is ensured on the basis of creating the necessary conditions, selecting innovative forms, methods, tools and technologies.

At the same time, it should be noted that in the process of pedagogical education, the improvement of the competences of students related to the family economy is considered as a special process. The peculiarity of this process is that it is organized on the basis of interaction and connection of pedagogical education with a number of disciplines, in particular, "Fundamentals of Economic Knowledge", "Applied Arts", "Technology", jurisprudence, mathematics. Thus, the available opportunities of these subjects contribute to the improvement of students' competencies in relation to the family economy.

In the process of improving the competencies of students related to the family economy, the abovementioned interdisciplinary interaction and connection with teacher education is manifested in the following (Table 1):

Table 1. Interdisciplinarity and interrelationship in improving the competencies of students related to the family economy

№	Sciences	Their capabilities
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1.	"Fundamentals of Economic Knowledge"	Systematic acquisition of economic knowledge; a correct understanding of such concepts as the “consumer basket”, household needs, family budget, balance of income and expenses; the formation and development of knowledge, skills and competencies related to the proper organization of activities in the areas of family farming, the creation of new sources of income.
2.	"Applied Arts"	Creation of theoretical and practical knowledge about the cost and market value of products created by folk crafts (carpentry, copper, needlework, blacksmithing, pottery, lullaby, embroidery, carpet weaving, jewelry, hat making).
3.	"Technology"	The essence of cooking, confectionery, design (clothing and landscape design), improving knowledge and skills related to the technology of organizing activities for them.
4.	Law	Knowledge of their rights and obligations as a consumer, producer or business entity, development of competencies related to the use of rights and the full fulfillment of obligations.
5.	Mathematical Sciences	Deep mastery of the principles of accounting, rational management of family finances, the ability to assess income, profits, expenses, losses over time, the formation of knowledge and skills to prevent "family bankruptcy".

In the organization of pedagogical education, as well as in improving the competencies of students related to the family economy, as well as with different subjects, it is based on the relationship and connection of educational and educational processes. “Undoubtedly, the educational effect of upbringing is conditional, and it is directed

primarily at the subject as an integral person who is under the influence of existing factors or turns away from them. “Undoubtedly, the educational effect of upbringing is conditional, and it is directed primarily at the subject as an integral person who is under the influence of existing factors or turns away from them.

In the process of teacher education, it is necessary to explore the possibilities of a number of subjects taught in higher educational institutions in improving the competencies related to family farming. Therefore, attention was paid to the analysis of the possibilities of the relevant subjects taught in higher educational institutions operating in the field of pedagogy.

A number of subjects are taught in higher educational institutions related to the following specializations, working mainly in the field of pedagogy: "Pedagogy", "History of Pedagogy", "Pedagogical Excellence", "Pedagogical Technology", "Pedagogical Conflictology". Among them, on the basis of the disciplines "Pedagogy" and "History of Pedagogy", students are given concepts related to the organization of economic education within the following topics, and there is the possibility of their further enrichment in the course of seminars and self-study:

1. Within the framework of the science "Pedagogy": "Formation of a scientific worldview and intellectual education of students" ("Economic education"), "Labor education", "Institutions of civil society and the foundations of education in the family" [2], "Content of types of education", "Family - personality as a subject of education" [3].
2. Within the framework of the science "History of Pedagogy": "History of Pedagogy as a Science. "Education and pedagogical ideas from ancient times to the 7th century" (in particular, based on the work "Avesta"), "Education and school in Movarounnahr in the second half of the 14th and 16th centuries" (in particular, based on the pedagogical views of Unsurul-Maoliy Kaykovus), «XIV century. The Development of Pedagogical Ideas in Movarounnahr in the Second Half and the 16th Century" (in particular, based on the pedagogical views of Alisher Navoi), "Education, school and pedagogical ideas in Turkestan in the second half of the 19th - early

20th centuries" (in particular, on the basis of pedagogical views Abdullah Avloni) [4].

Within the framework of these topics, although economic knowledge is covered on the basis of the general foundations of economic and family education, the work "Avesta" and the pedagogical views of scientists who lived in different periods, however, at the expense of seminars, as well as hours allocated for self-study, the family economy of students and its conduct is an opportunity to consolidate their knowledge. This requires the teacher to have a creative approach to the educational process, creative thinking.

Pedagogical activities aimed at improving the family and economic competencies of students in the process of pedagogical education, based on the study of the wishes of students, taking into account their needs, include the following areas:

1. Creation of the family budget, participation in its management.
2. Housekeeping (reasonable housekeeping; organization of subsidiary farming).
3. Consumer needs (food, clothing, property (household facilities, vehicles, non-residential buildings, land, commercial or industrial facilities) and their satisfaction).
4. Control of payment and expenses of family members as a whole (for household and communal services) and personal (for daily expenses, personal needs).
5. Participation in the family division of labor.
6. Storage and disposal of food products, household goods, property.
7. Construction (housing), repair (household appliances and equipment, vehicles), storage (work tools) in the household.
8. Know your rights and obligations as a consumer and respect them.

9. Creation of a family business (production and service).

These indicated areas indicate that the process of improving the competencies of students in the process of teacher education is complex. Each area requires specific tasks. Especially:

I. Formation of the family budget, participation in its disposal: enrichment of students' knowledge about the family budget; inform them about the ways and methods of effective formation of the family budget; to develop in students the ability to manage family income and activities, to ensure a mutual balance between them.

II. On housekeeping (reasonable housekeeping; organization of subsidiary farming): equipping students with knowledge related to rational housekeeping; develop their understanding of the effective organization of subsidiary farming; the formation of students' skills of rational housekeeping and organization of subsidiary farming.

III. On the regulation of consumer needs (food, clothing, property, possession of household items, housing, vehicles, non-residential buildings, land, commercial or industrial facilities): primary and secondary consumer needs of students (Formation of concepts about food, clothing, property, possession household items, housing, vehicles, non-residential buildings, land, commercial or industrial facilities); they are primary and secondary, taking into account family income; getting used to developing a plan to meet consumer needs; the formation of students' skills to regulate the primary and secondary needs of consumers in difficult situations.

IV. In terms of control over the payment and expenses of family members as a whole (for household and communal services) and personal (for daily expenses, personal needs): teaching

students the reasonable disposal of personal expenses; to create in them a clear idea of the total expenses of the family; accustoming students to the calculation of family and personal expenses for one (three, six) months or a year; develop skills in coordinating the general and personal expenses of family members.

V. With regard to participation in the family division of labor: the formation of the habit of students to determine and evaluate their place in the family division of labor; ensure that they have the skills to understand their responsibilities in the division of family labor; ensuring that students are responsible for their participation in the family division of labor.

VI. On the issues of safety and disposal of food products, household items, property: the formation of students' skills in the storage and disposal of food products; instill in them a careful attitude to household items in the family; formation of students' skills of preservation and disposal of property.

VII. Construction of housing in the household, maintenance of household appliances and equipment, repair of vehicles, maintenance of labor tools: developing students' knowledge about domestic housing construction, maintenance of household appliances and equipment, repair of vehicles, maintenance of labor tools; ensure that they have the skills to build a house in the household, maintain household appliances and equipment, repair vehicles, maintain working tools. VIII. Know your rights and obligations as a consumer, observe them: consolidate students' knowledge of the rights and obligations of a consumer; formation of skills to use the rights and obligations of the consumer in them; development of consumer culture of students.

IX. On the creation of a family business (production and service): informing students about the forms of family business; inform them about the methods

of starting a family business by studying and analyzing the internal capabilities of the family; the formation of students' skills to open a family business; develop their competencies in creating a family business.

CONCLUSION

Thus, in the process of teacher education, the improvement of students' competencies related to the family economy is a consistent, continuous, systematically organized process over a certain period of time - undergraduate or graduate, based on a specific goal. The main subjects of this process are teachers of pedagogical disciplines. Their theoretical and practical knowledge of the basics of economic knowledge, as well as the effective organization of the family economy is essential in organizing the envisaged process. In addition, independent research to enrich existing economic knowledge, interaction with teachers of the "Economic Knowledge Base", "Technology", "Applied Arts", law and mathematics can achieve the expected result.

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