



ON THE FORMATION OF ECONOMIC COMPETENCIES IN SENIOR PRESCHOOL CHILDREN

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ABSTRACT

In recent years, the number of economic concepts (taxes, price, investment, trade, supply and demand, market, income, profit, etc.) has significantly increased in the media. Therefore, today it is so important to improve the system of economic education in our country, to form the economic ideas of the younger generation, starting from preschool age. Preschool education considers the economic education of preschoolers in connection with the solution of the problem of moral and labor education.

KEYWORDS: *economic education of children, upbringing of preschoolers, improvement of education.*

Annotatsiya : Oxirgi yillarda ommaviy axborot vositalarida iqtisodiy tushunchalar (solliq, narx, investisiya, savdo, talab va taklif, bozor, daromad, foyda) sezilarli darajada oshdi. Shu bois, bugungi kunda iqtisodiy ta'lim tizimini yosh avlodning iqtisodiy g'oyalardan boshlab, maktabgacha yoshdan boshlab takomillashtirish juda muhim. Maktabgacha ta'lim maktabgacha yoshdagi bolalarning iqtisodiy tarbiyasini axloqiy va mehnat tarbiyasi orqali hal qilish bilan bog'liq holda ko'rib chiqadi.

Kalit so'zlar: bolalarning iqtisodiy ta'limi, maktabgacha yoshdagi bolalar tarbiyasi, ta'limni takomillashtirish.

Аннотация : За последние годы в средствах массовой информации значительно увеличилось число экономических понятий (налоги, цена, инвестиции, торговля, спрос и предложение, рынок, доход, прибыль и др.). Поэтому сегодня так важно совершенствовать систему экономического воспитания в нашей стране, формировать экономические представления подрастающего поколения, начиная с дошкольного возраста. Дошкольное образование рассматривает экономическое воспитание дошкольников в связи с решением проблемы нравственного и трудового воспитания.

Ключевые слова: экономическое образование детей, воспитание дошкольников, совершенствование образования.

One of the most important preschool periods is the senior preschool age, because it is a period of active development of morality of an individual, formation of moral habits, emotions and relationships. In the formation of the personality of a preschooler is the most important stage in the development of mechanisms of behavior and activity. This is due to the accomplished level of moral education as well as great changes in the mental, emotional and life

development of preschoolers, in the motivational field in communication with adults and peers. As a result, the opportunities for the economic education of older preschool children are becoming greater.

The first type includes very mobile and energetic children, who are the subject to strong emotions. The child gladly joins in any new playing activity and accepts it with great enthusiasm. As a rule he instantly captures the meaning of the game



and tries to play an active role. Nevertheless, these children are not sensible to others and only demonstrate their own skills. These children find it difficult to accept rules that limit an unexpected energy: to give a leading role or something that attracts them to another child, waiting for their turn, standing in front of a certain signal. However, it is highly suggested to follow these rules for such a child. As you play, you must demonstrate to these children how important it is to follow the rules, and think about how they can get satisfaction by following them.

The second type - is the most careful, the most circumspect and the most fearful child. This child, as a rule, cannot immediately understand the core idea of the game and accepts a new activity without desire and pleasure.

At first, the child strains simply by watching other children: the teacher does not need to force the child to play an active role, wait until he is ready instead.

Child observes and passively participates in the game, then simply receives a reward from other children and mentor, starts to be interested in the game and therefore becomes progressively active. Of course, this will be possible with an agreement and by the help of a teacher. Under no circumstances should a child be forced to do what he is not ready for yet. Note that in each group there are children who find it difficult to join the game, even with the help of a kindergartener. This child requires a lot of attention on from the teacher in this case individual work is necessary, that will lead to personal contact with an adult. The development of the arbitrariness of the leading mental processer is the main feature of older preschoolers. This fact is, no doubt, noted by all scientists who have studied the age period. Attention on older preschool age gradually becomes more stable, although it is still unconscious. The fact that children is just beginning to control attention consciously, directing and supporting it on certain objects, indicates a turning point in the development of attention.

The memory of older preschoolers is involuntary: the child remembers what interests him most and gives it more impressions, that is, the amount of fixed material is determined by the emotional attitude to this phenomenon and object. Along with this, the power of memorization increases, and the role of involuntary memorization decreases in comparison with younger and middle preschoolers. In the older preschool age, the child can produce the impressions received once after a long period. According to N.L.Belyayeva: "children of this age can systematize the information they receive, establish cause and effect relations and dependencies, make logical operations, be determined in space and

time." In older preschool age, the ability to use signs to denote actions, signs, and to build elementary models. The child learns to identify patterns, draw conclusions, generalize and making details, classify and order ideas and concepts, already knows how to compare and analyze, recognizing objects, events, phenomenon of reality.

For the development of various forms of figurative thinking, the older preschool age is most favorable due to the development of imagination, the child's ability to interact with the environment is enhanced. The means of recognition of the surrounding reality are imagination and thinking. Imitation continues to play a significant role in the implementation of volitional actions, although it is controlled arbitrarily. The adult's verbal instruction is becoming more and more important, which prompts child to take certain measures, guides and motivates him. Older preschoolers develop the ability to distinguish between financial concepts: "more expensive and cheaper", "money", "mine and yours", "profitable" and "unprofitable", "changed", "lose and win", etc., the situation " success and failure "is perceived emotionally; children begin to understand the meaning of economic views. Within five-six years, a certain behavior arises: on the basis of the previously acquired ability to understand their own actions, the child's ability to self-control and volitional regulation of behavior increases. This becomes a prerequisite for the organization of economic education. Another prerequisite for the introduction of a child into the economic field is the enterprising mastery of the world of social phenomena by children aged 5-6 years, the formation of an orientation towards the estimated attitude of adults through the prism of specific activities, the development of the child's understanding and attitude towards them. At preschool age, it is quite possible to introduce a child to the business world as one of the integral aspects of social life. In addition, economic education can enrich the social, communication and cognitive development of older preschoolers. Moreover, well-organized economic education contributes to the moral development of the child.

Thus, when organizing economic education, it is necessary to take into account the age characteristics of older preschoolers: a new stage of mental development is being formulated, which ensures a more effective adaption to society, speech begins to perform a pivotal function in managing the behavior and activities of children, the ability to solve problems in the mind appears; there are attempts to build a sequence of concepts, the emergence of deduction, an important turning point occurs in comprehending of causality; the formation of children's communication in a non situational and



personal way, mutual understanding and empathy appear.

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