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ПРОЦЕСС ЭКОНОМИЧЕСКОГО ВОСПИТАНИЯ СТУДЕНТОВ:

ПРОБЛЕМЫ, ПУТИ РЕШЕНИЯ И ФАКТОРЫ РАЗВИТИЯ

Аннотация: за последние годы проделана большая работа по демонстрации интеллектуального и творческого потенциала молодежи, повышению их гражданской ответственности и вовлеченности в проводимые реформы. Воспитание целеустремлённой и энергичной молодёжи, владеющих современными знаниями и умениями - одна из важнейших задач для устойчивого развития страны. В статье освещены проблемы, препятствующие студентам в процессе экономического воспитания, а также экономического воспитания в соответствии с требованиями времени. Показаны эффективность и факторы развития процесса экономического воспитания.

Ключевые слова: экономическое воспитание студентов, новые задачи, недостаток экономических знаний, проблема экономического воспитания, конфликты, эффективность экономического воспитания, методы экономического образования, эффективность экономического воспитания, внутренние факторы, внешние факторы.

THE PROCESS OF ECONOMIC EDUCATION OF STUDENTS:

PROBLEMS, SOLUTIONS AND DEVELOPING FACTORS

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Abstracts: in recent years, a great deal of work has been done to demonstrate the intellectual and creative potential of young people, increase their civic responsibility and involvement in ongoing reforms. Bringing up young people with modern knowledge and skills, goal-oriented and energetic is one of the most important issues for the development of the country. The article highlights the problems that hinder students in the process of economic education in accordance with the requirements of the time. Also, the effectiveness and factors of development of the process of economic education are shown.

Key words: economic education of students, new type of tasks, lack of economic knowledge, the problem of economic education, conflicting situations, the effectiveness of economic education, methods of economic education, the effectiveness of economic education, internal factors, external factors

Introduction. Nowadays, the social-economic development of all countries differs sharply from the previous stages in its meaning and content. A new rapid growth of economy requires modern, conceptual approaches in the science of world economics. It is also clear from the world experience that effective activity in the economy is more widely studied, with education at the forefront. This requires the next generation to acquire knowledge equally to the level of development of the economy.

In this regard, it is planned to carry out relevant work in our country on the introduction of innovative and science-based technologies in production and the real economy. [1]

Further development of students' knowledge and skills in both theory and practice of economic processes, modern production and services is today's requirement. This encourages students to be knowledgeable and sharp-witted. It should be noted that students' economic education is one of today's most pressing issues.

The main part. Economic education of students in higher education is carried out in the process of teaching the subject "Economics". These teaching materials will focus on students' understanding of economic concepts. Outcomes of Economic Education G.H. According to Gebekov, understanding children's attitude to any work; various resources (monetary, clothing and footwear, electricity and water, food and recreation, time and health) are reflected in their behavior in addressing issues related to cost-effectiveness. [3]

Economic education is linked with the educational process, and in the process of teaching many of its issues are solved as an important process of education. Another issue is more important - in education, each time puts new tasks, specific challenges, requires new and non-standard decisions. [2]

The characteristics of today's social conditions are related to the well-being and cultural level of our society. But, increase in living standards and quality of life does not make the process of upbringing easier, but rather complicates and makes it more difficult. The growth of education and culture is not evenly distributed among people, and the provision of information to children is increasing. They often begin to consider themselves "smarter" without understanding difference between knowledge and thinking, logic and wisdom.

Lack of economic knowledge makes the problem of economic upbringing of the younger generation even more urgent, just as behavior is formed. L.Golub notes that this **unresolved problem** for the younger generation can be seen in the following:

- inability of young people to set a specific goal;

- lack of formation of personal economic interests;
- lack of interest in economic events and processes in society, lack of understanding economic reality, laziness in complex economic situations;
- disregard for economic laws;
- not understanding the real need of a person for a successful life and replacing it with an abstract need;
- lack of thinking independently, lack of self-confidence;
- inability to understand economic freedom as the ability to express themselves in everyday life and professional activities[4]

An educated person is characterized by his morals, actions, relationships with other people, determines his level of culture. The same is true in economics. Man's behavior, morality, on the one hand, depends on economic laws and is subject to it. Therefore, ignorance of the law leads to actions that are economically unacceptable. The behavior of people in the economy is known in the gratitude of the economic movement as a result of the goal set by their activities, successes (failures). Therefore, a trained person is distinguished by knowledgeable in the interaction with other market participants in economic processes and the correct organization of economic actions (purchase, sale, payment of taxes, investment orientation, etc.).

There are several contradictions in the process of economic education of students, which can be seen below:

— the need to create an environment for the exchange of information on effective methods and forms of economic education of students, the development and implementation of new technologies and the predominance of traditional approaches in education;

— changes in the structure of economic sciences in education and the fact that most teachers are not ready for this educational activity;

— research of the scientific problem and the fact that these recommendations are not used in educational practice.

The effectiveness of economic education increases in the pedagogical management of the teacher, who has a method of diagnosing the basics of economics and methods of economic education, the full formation of economic concepts.[5]

The effectiveness of the development of economic education also depends on the systematic organization extracurricular activities that give students the potential to acquire economic knowledge and the formation of economic skills.

The economy is the solution to these two problems, where the resources (of course, does not have to be money) comes from and how it should be spent (or used). Young people are involved in economic processes. They buy products from stores, use services, provide services, and at the same time they will have economic experiences for the first time or skill and experience will increase. Therefore, the task of educators is not only to provide economic knowledge to young people, but also to teach them how to use them in practice.

Economic education of students is carried out outside the classroom. Several methods and forms of economic education are used outside the classroom: lectures, talks, "round table" meetings, question-and-answer evenings, economic competitions, quizzes, discussions on economic issues, meetings with economists and entrepreneurs and etc. [6]

Business games play a key role in economic education in the study and solution of various economic situations by students. One of the ways to expand the economic training of students in the effective solution of the problems of economic education is to find answers to economic questions related to the fulfillment of their obligations in the familiarization, qualification and internships.

Again, the key to economic education is *the ability to use time wisely*. Many things in human life depend on it. It starts with setting up (planning) your personal life: going to bed, waking up, exercising in the morning, breakfast, and so on. The process of self-discipline is long and requires perseverance,

perseverance, consistency. Man can succeed only when he is the master of his time.

The ability to apply economic knowledge in volunteer activities □ helps in independent decision-making, starting private businesses, and so on.

The effectiveness of the development of economic education of students requires:

- involvement of students in socially useful, productive work, their acquisition of knowledge on economics and organization of production;
- to develop students' ability to manage the household wisely, to save material wealth and time, to practice economics in a material production, service environment.

Thus, *economic education* in higher education is capable of mastering its own destiny, the ability to objectively assess its place in society, its role and behavior in terms of economic feasibility and efficiency, planning and calculation and forecasting of its life activities aimed at training a highly qualified specialist, a person who needs to know how to do.

The effectiveness of developing the economic training of young people requires:

- teachers and managers of educational institutions, parents to have a high level of economic competence;
- involvement of students in lessons, excursions and local history research, as well as the acquisition of economic knowledge and the organization of production in the labor process, which is beneficial to the productivity of society;
- to teach students the rational organization of households, saving time and material values;
- low cost, material economy in material production, as well as services, etc.

The results of the study show that a number of factors influence the development of economic knowledge and skills in students. We can divide these factors into two groups.

Table 1

Internal and external factors in the development of economic education of students

Internal factors	External factors
1. The system of actions taken in the economic education of students. 2. Knowledge and experience, professional skills of teachers working in the higher education system. 3. Approaches to the preparation of students for social-economic life, level of knowledge, interests, needs, as well as the level of self-preparation skills. 4. Relations and cooperation with enterprises and organizations in the acquisition of economic knowledge by students. 5. Initiative of teachers, representatives of organizations and students. 6. Connection of economic education with other areas. 7. Analysis of the effectiveness of pedagogical activities in economic education over a period of time, and so on.	1. Educational material support of a higher education institution. 2. Necessary educational literature and resources on economic education. 3. Mass media information, internet materials. 4. The economic system, the relationship between society and the individual, the organization of labor and professional activity, their effective regulation. 5. Educational equipment, technical means. 6. Economic processes, the organization of exhibitions on entrepreneurship, the participation of students in them (curiosity, creativity, observation, increased interest in developing new projects, etc.).

So, the development of economic education depends on a number of complementary factors.

Conclusion. Summarizing the above, it can be concluded that educating students on the basis of the formation of economic entrepreneurship and mastering such processes as knowledge, skills, demands, savings, financing of enterprise activities as an important priority in improving the individual

performance of each student. While economic ideas and views ,which play a leading role in the social life of society, have an impact on the development of production in entrepreneurial enterprises, in turn, economic growth leads to an improvement in the cultural lifestyle of the population.

In the stages of human civilization, the education of the student on the basis of economic knowledge, the activities aimed at educating him were organized on the basis of simple requirements, but today there is a need to organize the educational process on the basis of very strict and complex requirements. In particular, the need to train a qualified specialist who can work with complex equipment, fully understand the nature of the production process in enterprises, the ability to positively solve problems in emergencies, requires the organization of the educational process on the basis of technological approach. Therefore, the range of tasks of pedagogical science, which is developing in close connection with social development, is expanding day by day.

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