

## **Methods and Tools of Economic Education in Preschool Children**

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**Abstract:** In order to write an article about methods and means of economic education for preschool children, first of all, it is necessary to study theoretical knowledge about economic education of children. Later, practical training should be organized to develop their knowledge of economic knowledge. The article provides an explanation of these issues and recommendations for their further development. Economic education is very important for children because it determines their future life and affects their economic development. Therefore, it is very important to introduce them to economic knowledge from a young age and to educate them about this knowledge.

**Keywords:** economic education, "property", "bank", "import".

Understanding of economic education. In the 70s of the 20th century, scientists L.N. Ponomaryov and L. E. Epstein promoted economic education as an important factor in the development of the national economy, a necessary condition for the scientific organization of production, and an important means of forming the right attitude of the young generation to work and property.

In the interpretation of concepts such as "economic education", "economic education", "economic preparation", researchers A.F. Amend, L.P. Kurakov, B.T. Likhachev, V.A. Povstik, V.D. Taking into account the points of view of Popov, A. S. Prutchenkov, we consider that economic education is a purposeful process of forming the moral and economic qualities of a person - thrift, responsibility, efficiency, entrepreneurship, as well as a purposeful process of acquiring knowledge about the economic life of people oriented to value relations. We believe that it is appropriate to give a general definition.

The analysis of the state of theory and practice of raising children in preschool educational institutions shows that the process of economic education and the integrated theory of economic education of preschool children are not sufficiently developed.

The content of the environment of economic education in preschool age consists of:

- 1) objective environment (creating an economic environment based on the game);
- 2) environment for social interests (parents, educational team MTT),
- 3) event-knowledge environment (interesting excursions, meetings with famous people)
- 4) Information environment (puzzle, illustrations, shops, banks, service centers, map of urban industrial enterprises, samples of coins).

The educator should be able to process the information of social agents in a professional manner, to direct this influence purposefully, to be able to turn the situation of social development into a pedagogical situation, and to create an educational environment aimed at forming leading moral and economic qualities.

Methods of economic education for preschool children can be in different forms. For example, they can learn to use money and earn money with the help of fun games. It is also important for them to learn how to calculate expenses and spend money in a frugal way.

Various tools can be used to give economic education to children. For example, they can be taught economic knowledge through interesting books and textbooks. It is also important to give them daily questions that explain how to save money in a faithful life.

It is also very important to organize activities for children who are given economic education. In these activities, they can familiarize themselves with financial matters, learn to calculate expenses and save. It is also important that they understand the trade-offs.

This article provides detailed information about methods and means of economic education for preschool children. Through this information, they can develop economic knowledge and be prepared to deal with financial issues in faithful life.

### **Methods of economic education for preschool children.**

1. A child should know where his parents work and what they produce, what importance this production has for the whole society.
2. In general, the child should understand as early as possible that the income earned by his parents is a salary obtained from a large and useful social work.
3. The child should be introduced to the family budget as early as possible. He needs to know how much his father and mother earn. The child needs to know what his father or mother needs, how necessary this need is, he should get used to temporarily giving up some of his needs in order to better meet the needs of other members of the family. It is necessary to involve the child more in the discussion of issues related to the general needs of the family.
4. If the material conditions of the family are very good, the child should not be accustomed to be proud and brag about such good conditions in front of his peers. It is necessary to understand that the child has no reason to be ashamed of the wealth of the family in front of others.
5. Parents should carefully monitor their children's habit of being honest, truthful and honest. They must not deliberately hide anything from the child, and at the same time teach him not to take without question, even if it is lying in front of his eyes. It is necessary to deliberately put all kinds of objects in front of the child's eyes, and teach him to look at these things carelessly and without paying attention.
6. By properly organizing thrift and philanthropy education in the family, by properly repairing old things, extending the time to buy new ones, and in this way, saving a certain part of the money earned by parents or other family members. A person who wants to manage his household well from a very young age should notice the wear and tear of household items earlier, prevent household items from becoming too worn out, and repair them in time. It is advisable for him to buy what he really needs, rather than buying what he accidentally sees in the market or store. Children should also be taught this habit.
7. A child should not only take care of things in his own house, but also take care of other people's things, especially things that are used by many people.

It is a process aimed at providing economic knowledge to preschool children, developing their logical thinking, and forming the qualities of entrepreneurship and thrift.

Giving the first economic concepts to children of the middle group is the following knowledge:

1. Man and his needs;
2. Human and economy;
3. Purchase and exchange of money, products based on

In a large group, the following:

- Man and his vital needs;
- Human and economy;
- Purchase and exchange of money, price products;
- Production, labor activities.

Economic knowledge is given on the basis of departments; children are given an understanding of the formation of economic consciousness, the ability to think independently, the ability to use money correctly, the value of money, our national currency, the strength and service of our country in development.

The provision of economic knowledge to children in the pre-school preparation group is slightly expanded in terms of content, in which concepts such as "property", family budget, "bank", "import", "export" are given.

Organization of economic education in pre-school educational institutions.

In order for our future young mature generation to be able to participate in the production, socio-political, cultural and economic life of society, it is necessary to have peace, tranquility and prosperity in our country.

Social well-being means the general conditions of economic sociality and lifestyle. Well-being is not limited to consumption, but also requires ease of living. Prosperity is not guaranteed if everything is in danger and life is in danger.

Equipment: toys, papers with money, pictures of water and air pollution, pictures of animals being harmed, plants showing up, flag, stamp pictures, felt-tip pens.

Lesson method: Students say the words "economist", "naturalist", "lawyer" in the "Chain" method and are divided into 3 groups. Each group will reveal the concepts of trading, cheap, expensive, goods, money, barter, and businessmen to preschool children (if there is a group of "economists" according to the name) in activities, eventful games. The members of the group take a creative approach using business games, pictorial illustrations, and advertisements.

The "Naturalists" group protects its group on teaching preschool children not to pollute the air, water, and earth they breathe, not to harm animals, not to destroy plants.

The "Huhuqchilar" group defends its group on teaching children what is possible and what are not possible, state symbols, instilling love for their native country and parents. At the end, the teacher evaluates the output of each group, completes and concludes.

Preparing children to acquire economic knowledge, skills and qualifications. To do this, to develop various situations that allow to expand and deepen the thinking range of children of preschool age, to create conditions for the implementation of options for solving these situations; it is necessary to implement a complex of games that develop logical and mathematical thoughts, which are the basis for acquiring economic knowledge.

Directions for implementing the second stage

1. Development of criteria for the level of economic literacy of preschool children. Accordingly, integration of program departments.  
"Mathematics - economic - labor", education - economic, "Spirituality - economy", "Foreign languages - economy", etc.
2. Development and practical testing of the "Games Labyrinth" system for children of preschool age.
3. Creation of the "Education in Nature" complex program. In this complex program, children of pre-school education age are directly exposed to nature in the form of play, educational activities that show the economic value of natural wealth and benefits, health activities in the heart of nature. Special attention is paid to learning Russian and English from foreign languages, using economic concepts and words.

Nowadays, during the transition to the market economy, it is important to give everyone, including children of preschool age, a basic understanding of economic education. Concepts of economic education for children of this age are inculcated in the minds of children not in the form of specially organized trainings and lessons, but in the course of play and work activities in everyday life.

It is important for the teacher to skillfully create conditions taking into account the child's age and level of mastery.

If possible, it is necessary to organize a separate corner or a separate room in the preparatory group of the kindergarten, which will help to form the concepts of economic education. In the room or corner, there should be equipment for playing "Shop-shop", "School-school", "Market-market" games.

Shopkeeper's cap and gown

Toy stall

A rack of educational tools

Fruit jam

Vegetable rack

Cash register

Libra

Bags for shoppers.

Paper money

Children of preschool age learn the following simple concepts of economic education by playing various action-packed games.

The price is poor quality

Product savings

Loss of money

Cheap profit

Expensive barter

Quality is currency

Bank businessman

Advertising

From this, the economic and spiritual life of our country will have healthy and strong potential in all aspects. They should know the main Law of our country perfectly, and act according to its norms.

A special course on the study of the Constitution "Lessons of the Constitution" is taught in pre-school educational institutions.

Every child should feel from his heart that he is the greatest human being, what makes him different from other living beings.

Legal education in preschool education is carried out in 3 stages.

Middle age (3-4 years old)

Older age (4-5 years)

School preparatory period (6-7 years old)

The purpose of the program is to form knowledge, skills and abilities in children that meet the requirements of general moral standards and become the basis for their development as individuals.

Tasks of the program:

- instilling in children sensitivity to creative and negative situations in life;
- to develop general moral skills, to deal with adults, like-minded peers, to teach to defend one's views when necessary;
- forming the first ideas about the state, its symbols, the Constitution and laws;
- It is necessary to take into account the age characteristics of children when providing the first legal education to children of preschool age. It is recommended to use game methods when explaining the legal rules. By giving children the first legal concepts, it is achieved that they follow the rules. Legal education in the form of training in the middle (3-4 years old), senior (4-5 years old) and school preparatory period (6-7 years old) environment, familiarization with nature, fiction, etiquette training It is carried out organically by incorporating the lessons, matching each direction to each other.

Middle age period (3-4 years old)

- Educating children to love their place of birth and motherland - 1 activity.
- education of respect for parents, brothers and sisters of family members - lesson 1
- to teach to distinguish concepts such as possible, impossible, good, bad and to understand their meaning - lesson 1
- teaching children to be polite, disciplined, and caring - lesson 1

**Total: 5 topics.**

**Types of economic education for preschool children.**

1. Through games and games: Learning economic education for preschool children can be done through games and interactive activities. For example, money value games, trading games, and other interactive activities can be organized to help them learn about money.
2. Practical training: One of the most effective methods of economic education for children is to involve them in practical training. Together with them, it is possible to organize trading processes, financial accounting, money making and other economic activities.
3. Continuous communication: Continuous communication is also very important to give economic education to children. It is important to talk to them daily or weekly about economic topics, ask questions and listen to their opinions.

4. Manifestation of parents: Parents should be visible in giving economic education to children. Having them deal with making money, discounting, spending, and other economic issues every day gives kids strength in these areas.
5. Practical: The most important part of economic education for children is to do practical things. For him, they should be involved in the sales process, structure of discounts, calculation of costs and solving other economic problems.
6. Games and exercises: Children learn easily through favorite games and exercises. For example, games can be organized to learn how much money to save, understand the trading system, and learn how to earn money.
7. Practical activities: It is important to organize practical activities for children. For example, economic knowledge can be increased by giving them remote trading tasks to earn and save money, calculating expenses, and paying insurance policies.
8. Problems and situation analysis: It is important to give economic education to children with the help of problem and situation analysis. They develop economic knowledge through problems such as price comparison, selection and sale of goods in demand.
9. Development of goals and consumption ability. Children learn to set goals and achieve them, calculate costs and spend money wisely.
10. Ask questions: It is important to ask questions about economic issues with children. They can also develop logical thinking.
11. Family communication: Discussing economic issues together with family members is also important in providing economic education to children.

With the help of these methods, children receive economic education and their spirituality also develops.

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