

## **Developing Economic Knowledge in Technology Lessons in Grade 8**

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**Abstract.** *This article examines the theoretical and practical aspects of forming economic knowledge, skills, and competencies among 8th-grade students in technology lessons. The role of technology education in economic upbringing is analyzed, and methods for developing thrift, entrepreneurship, and labor productivity through practical activities are described. The possibilities of integrating economic knowledge based on modern pedagogical technologies are also highlighted.*

**Key words:** *technology education, economic knowledge, thrift, entrepreneurship, labor productivity, competence.*

### **Introduction**

In the contemporary stage of societal development, under the conditions of a market economy, the younger generation is expected to demonstrate economic literacy, thriftiness, initiative, and a conscious attitude toward labor. Therefore, the formation of economic knowledge among students in general secondary education schools constitutes a pressing pedagogical issue.

Economic knowledge is of great importance for students' preparation for independent life, career choice, and successful integration into the labor market. In this regard, the subject of Technology occupies a special place, as it familiarizes students directly with practical labor activities and enables the teaching of economic concepts on the basis of real-life processes.

In Grade 8, technology lessons contribute to the development of students' economic thinking through activities such as product manufacturing, efficient use of raw materials, proper planning of working time, and evaluation of product quality.

### **The Role of the Technology Subject in Economic Education**

**Economics** is a system of production, distribution, exchange, and consumption processes aimed at satisfying human needs through the rational use of limited material, financial, and labor resources, as well as the socio-economic relations arising among them.

**Economic knowledge** refers to a set of an individual's theoretical understanding, practical knowledge, and competencies related to existing economic processes in society, including production, distribution, exchange, and consumption relations, as well as the principles of rational resource utilization and their application in everyday life.

Along with preparing students for labor activity, the subject of Technology also fulfills the task of economic education. During lessons, students begin to comprehend the interconnections between the production process, tools of labor, materials, and finished products.

In the process of product manufacturing during technology lessons, economic indicators such as raw material consumption, time expenditure, and labor productivity play a significant role. Through practical examples, students learn that rational use of materials makes it possible to reduce production costs, which in turn fosters a sense of thriftiness and responsibility.

## Types of Production in Uzbekistan.

The process of creating economic goods to satisfy human needs is referred to as production.

In economics, enterprises that produce economic goods are called producers, while those who consume them are referred to as consumers.

Producers are divided into material and non-material sectors.

Structure of the Production Process Figure 2.

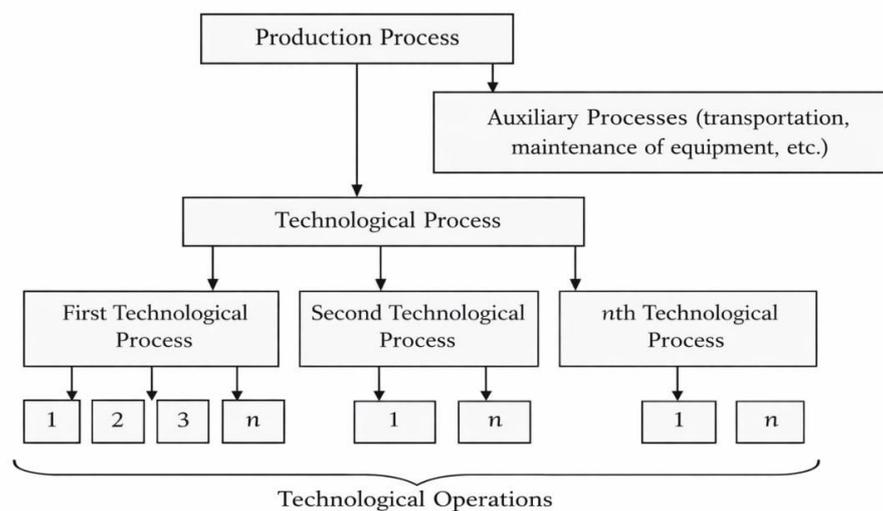


Figure 2

## 1. Main Sectors of the Economy of Uzbekistan

The economy of Uzbekistan consists of several major production sectors, the principal ones of which are as follows:

**1) Agriculture** — This sector forms a vital foundation of the national economy. It includes the production of cotton, grain, fruits, and vegetables. The agrarian sector makes a significant contribution to the gross domestic product (GDP) and employs a large proportion of the population.

**2) Industry**— The manufacturing sector constitutes a substantial share of the national economy. Key industrial branches include the food industry, light industry, mechanical engineering, and the energy sector.

**3) Services Sector** — Through transportation, trade, finance, tourism, and information and communication services, this sector contributes to the dynamic growth of the economy.

## 2. Agricultural Production

The agrarian sector of Uzbekistan is regarded as a central component of the national economy. It:

- accounts for approximately 19–25% of the country's GDP;
- is dominated by the production of cotton, wheat, vegetables, and fruits;
- employs a large segment of the population, with its primary function being the обеспечение of food security.

Issues related to the efficient use of resources, increasing productivity, and expanding export potential in agricultural production constitute important areas of scientific research.

## 3. Industrial Production

The industrial sector of Uzbekistan includes the following main areas:

- **Energy and mining-metallurgical industries** — for example, the extraction and processing of uranium and other natural resources;
- **Food and light industries** — which produce goods for both the domestic market and export.

### **Age Characteristics of Grade 8 Students and Economic Knowledge**

Grade 8 students are in the adolescent stage of development, during which their abilities for independent thinking, analysis, and drawing conclusions develop actively. Therefore, in teaching economic knowledge, not only theoretical explanations but also practical activities and real-life examples are of particular importance.

For instance, by calculating the amount of materials used in the process of manufacturing an item, identifying excess waste, and seeking ways to reduce it, students develop skills in economic analysis.

### **Developing Economic Knowledge through Practical Activities**

Practical activities conducted in technology lessons serve as a primary means of reinforcing students' economic knowledge. During these activities, students acquire the following economic skills:

- efficient use of materials and raw resources;
- planning and managing working time;
- calculating product cost;
- evaluating the quality of finished products;
- increasing labor productivity.

Such activities foster the development of students' economic thinking, thriftiness, and entrepreneurial abilities.

### **Modern Pedagogical Technologies and Interdisciplinary Integration**

Today, the use of the project-based method, problem-based learning, and interactive approaches in technology lessons enhances the effectiveness of developing economic knowledge. Through the project method, students design and implement small-scale production projects.

In this process, they study product design, cost estimation, and the concepts of profit and loss. Integration with mathematics and economics subjects enables students to carry out calculations, thereby further strengthening their knowledge.

### **Conclusion**

In conclusion, the formation of economic knowledge through technology lessons in Grade 8 enhances students' readiness for real life. Lessons organized on the basis of practical activities foster the development of thriftiness, entrepreneurial skills, and diligence among students. Enriching the technology subject with economic content contributes to educating economically literate, proactive, and competitive individuals in the future.

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