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The Importance Of Economic Education In Children's Upbringing

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Abstract: Currently, the content, objectives, and significance of economic education within the general secondary education system are being scientifically analyzed. Economic education is recognized as an important factor in developing students' economic thinking, financial literacy, entrepreneurial competencies, and conscious economic behavior. This article also examines the legal and regulatory foundations, pedagogical conditions, and practical mechanisms for implementing economic education.

Keywords: Economic education, financial literacy, economic competence, economic culture, market relations, entrepreneurship, economic consciousness.

Introduction: In the conditions of a market economy, social development requires the upbringing of individuals who possess economic knowledge and skills, can think independently, and use resources rationally. Scientific studies indicate that economic concepts formed during childhood and adolescence directly influence an individual's future financial behavior and economic culture. In particular, young people with a high level of financial literacy acquire skills such as saving, investing, and budget planning at an early age. This contributes not only to their personal well-being but also positively affects the overall economic development of society.

Furthermore, economic education in the general secondary education system serves to foster an entrepreneurial spirit among students, develop a conscious attitude toward labor, and enhance their ability to analyze economic processes. Therefore, the necessity of introducing economic education from an early stage has been widely substantiated in both national and international research. In international scientific literature, economic education is often interpreted through the concepts of "financial literacy" and "economic education." For instance, Annamaria Lusardi defines financial literacy as an individual's ability to make informed and effective economic decisions and demonstrates through empirical studies that economic knowledge acquired at a young age directly influences future financial well-being. According to her, individuals with low levels of financial literacy during their school years are more likely to make financial mistakes in adulthood.

Similarly, the financial literacy framework developed by the OECD interprets economic education as an integrated system of knowledge, skills, attitudes, and behavior. OECD studies show that improving financial literacy at the school level plays a significant role in ensuring the future economic stability of young people.

From a pedagogical perspective, John Dewey emphasized the importance of connecting education with real life and argued that economic knowledge should be formed through practical activities. According to his pragmatic pedagogical concept, students develop independent thinking and decision-making skills through modeling real economic situations.

Economic education also occupies an important place in the national pedagogical heritage. In his work "Turkiy Guliston Yoxud Axloq" ("The Turkic Garden or Ethics"), Abdulla Avloni considered thrift, diligence, and a conscious attitude toward property as essential components of education. In his views, economic culture is interpreted in close connection with moral education. In the Republic of Uzbekistan, economic education is recognized as one of the important directions of state educational policy. In particular, the Law "On Education" adopted by the Oliy Majlis defines the formation of a comprehensively developed individual as the main goal of education, emphasizing the importance of developing economic thinking and culture.

The analysis of national and international scientific sources demonstrates that economic education is an integral part of the general secondary education system, contributing to the development of economic thinking, responsible behavior, and economic culture. Therefore, this article scientifically examines the pedagogical foundations and effective mechanisms for organizing economic education within the general secondary education system.

Methodology

Economic education is the process of developing students' economic knowledge, skills, and competencies and preparing them for conscious economic activity. As a component of pedagogy, it serves to prepare individuals for participation in the economic life of society.

The primary objectives of economic education are:

- Developing economic thinking;
- Cultivating thriftiness and responsibility;
- Promoting diligence;
- Enhancing entrepreneurial abilities;
- Improving financial literacy.

Economic education is interpreted as a continuous pedagogical process aimed at forming economic consciousness, economic thinking, and economic behavior. Based on this approach, economic education encompasses not only the provision of knowledge but also the development of students' abilities to make sound decisions in real-life economic situations.

From a pedagogical perspective, economic education performs the following functions:

- Providing economic knowledge;
- Developing practical economic skills;
- Fostering social and moral qualities suitable for market relations;
- Cultivating economic responsibility.

Economic education should be implemented at all stages of the continuous education system. In particular, general secondary education plays a crucial role in shaping an individual's economic worldview. Within the general secondary education system, economic education is carried out in several directions:

1. Through Academic Subjects

Economic education is integrated into subjects such as "Fundamentals of Economic Knowledge," "Education," "Technology," and "Geography." Through these subjects, students become familiar with concepts such as demand and supply, markets, competition, production, budgeting, and banking systems.

2. Through Extracurricular Activities

Clubs, business games, and project-based activities serve as effective tools for strengthening students' economic competencies.

3. Through Cooperation with Families

Economic education is closely linked to economic behavior developed within the family environment. Collaboration between schools and families enhances the effectiveness of this process.

Economic education:

- Prepares young people for independent life;
- Prevents financial mistakes;
- Supports entrepreneurial initiatives;
- Contributes to the economic stability of society.

Today, insufficient levels of financial literacy are among the causes of various economic problems. Therefore, the need to strengthen economic education in general secondary schools is increasing. Economic education contributes not only to economic knowledge but also to the formation of economic culture. Economic culture refers to an individual's mastery of economic values, norms, and behavioral patterns.

The following conditions are important for the effective organization of economic education:

- Applying a competency-based approach (linking knowledge with practice);
- Using interactive methods (problem-solving situations, business games);
- Teaching through real-life examples;
- Utilizing digital technologies.

The economic knowledge level of teachers is also an important factor. Educational effectiveness increases when teachers explain economic processes using real examples and statistical data. The normative documents adopted for the development of the education system in Uzbekistan pay particular attention to improving the economic literacy of young people. In particular, the National Model for Personnel Training emphasizes the necessity of developing individuals comprehensively and fostering their economic thinking.

Conclusion

Economic education within the general secondary education system is an important factor in preparing the younger generation to function effectively in a market economy. It develops students' economic thinking, financial literacy, responsibility, and entrepreneurial skills.

To improve economic education, it is necessary to:

- Strengthen interdisciplinary integration;
- Increase practical training activities;
- Improve teachers’ professional qualifications;
- Introduce modern pedagogical technologies.

Only under such conditions can the general secondary education system contribute to educating economically conscious, competitive, and initiative-driven individuals.

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