Components and criteria of economic culture of future teachers

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Abstract. This article provides an integrated description of the teachings of Eastern and Western pedagogical psychologists on economics and economic culture, a comprehensive approach to this process in relation to philosophical, legal, economic, sociological, psychological and pedagogical aspects. Information is required. The components of economic culture are defined as economic education, economic activity, and the criteria for the development of economic culture: cognitive, motivational, creative-activity, and on the basis of these criteria are identified indicators corresponding to three (high, medium and low) levels. It has been proven that the formation of financial literacy of future educators is a social necessity.

1 Introduction

Development of economic culture of future specialists in the process of education is becoming one of the priorities of our state policy. Nowadays, it is important to provide higher education institutions with highly qualified specialists. Therefore, a number of large-scale reforms are being carried out to improve the quality of future educators and develop their professional components. Prospective educators will be able to acquire the necessary professional knowledge in the process of education in higher education, to develop their abilities and capabilities, self-awareness, to see the positive qualities of others and their peers. They must be able to see spirituality not as a consumer but as a creator.

If we analyze all the reforms in the education system in our country, everything is focused on the next generation and the foundation for the future. In particular, the President did not express the following views in vain: We are raising the issue of the Third Renaissance as a strategic task and raising it to the level of a national idea.

We consider preschool and school education, the system of higher and secondary special education, and scientific and cultural institutions as the four links of the future Renaissance. We consider kindergarteners, schoolteachers, professors, and our scientific and creative intellectuals to be the four pillars of the new Renaissance.

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Given the trust and responsibility of teachers, it is important to first develop the professional competence of future educators, to study the disciplines in depth and to form them methodologically in line with modern requirements.

Aims and objectives of the work: In the process of integration of socio-economic processes in the world community, the demand for a fair organization of economic relations, as well as raising the level of people involved in economic relations, international education set by international organizations and most countries by 2030 in its concept of "having a solid foundation of knowledge and developing creative thinking, strengthening collaborative skills and interests" [1, 2] as an urgent task. This shows the importance of economic education and economic culture in politics and social life.

One of the main directions of the personnel policy of the state is to train competent, enterprising and knowledgeable specialists who will be able to develop and implement their economic achievements in life.

Economics is derived from the Greek word "οικος" meaning house, household, "νομος" meaning law. That is, domestic or social law.

Antoine Moncretin, a French economist who lived and worked from 1575 to 1621, first wrote a small scholarly work in 1615, The Treatise on Political Economy, which established the science of nationwide economic management. Classical economists later espoused this view, writing that political economy in the broadest sense is the study of the laws governing the production and exchange of material means of subsistence. [3]

Economic education plays an important role in the development of a person into a well-rounded and mature person. Economic education develops in children the ability to save, be businesslike, make economic calculations. The concept of economic education has been regularly enriched and scientifically substantiated by Eastern thinkers. In particular, our ancestor Al-Khwarizmi emphasized the importance of mathematics in human life. Al-Khwarizmi said that everyone should know the calculation, so that he could determine the results of his own and others' work through measurements.

Al-Farabi writes in On Happiness: “One must know how to spend one's money wisely. Being jealous of money can lead to greed. The unplanned use of money leads to recklessness.” Al-Farabi’s thoughts on property, advanced possession of property, its proper use, and self-sufficiency puts forward. It is a property that does not harm people, generations that gaining is a profitable business, a wealth that harms others and amassing wealth is a bad habit. Farobi pays special attention to the education of people on the basis of property laws. According to him, enlightened, law-abiding, legally cultured people play an important role in the development of society and, conversely, “… if the urban population consists of uneducated, inexperienced people and children, then the order established by law and do not accept governance.” Apparently,
us 5 cents of cotton for 25 cents." But we Asians, especially Turkestans, buy buttocks and chew chandir: we give sour cream and bite into slices instead of bread, in short, to be a modern man is equal to science and enlightenment, the economy is endless. " endless effort is needed. ”

Ahmad Yugnaki said in Hibbat al-Haqqiq: "Knowledge is an inexhaustible wealth for the poor, and knowledge is an infallible account for the poor." From this point of view, it is clear that everyone, with their knowledge, develops the skills of thrift in social life and can build their future wisely.

By studying and analyzing the views of great writers on economics and economic education, it was possible to identify the components of the development of the economic culture of future educators.

2 Methods

Developing the economic culture of future educators also requires identifying the components of this process.

A component (lot.componens, componenti component) means an integral part of something [5].

Based on the analysis of existing research, we can identify the following components of the development of economic culture of future educators.

Fig. 1. Components of the educator’s economic culture

<table>
<thead>
<tr>
<th>Economic knowledge</th>
<th>Economic education</th>
<th>Economic activity</th>
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<tr>
<td>To provide future educators with an understanding of economic concepts: banking, money, materiality, exchange, non-governmental MTT, etc., with theoretical knowledge.</td>
<td>Training future educators in austerity, business honesty and entrepreneurship.</td>
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3 Discussions and results

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Development of economic culture of future preschool educators in the country, improvement of professional competence in teaching general education subjects in accordance with the requirements of the international assessment program, increasing the capacity of quality educational services, training of highly qualified personnel in line with modern labor market needs policy is consistently pursued. In particular, in accordance with the indicators of development of the innovative economy, a large-scale work is being carried out to improve the didactic conditions of targeted training of teachers and their implementation in practice.

Economic knowledge is the formation of a number of financial knowledge that has become part of our lives, such as money, prices, trade, demand, supply, banking, credit, market, business, entrepreneurship, cost and profit, management and marketing, finance, and so on. The formation of knowledge helps to find solutions to economic problems encountered in life. An economy is a system of activities aimed at producing, distributing, and consuming the various goods needed to meet human needs. The economy is the only means of human survival and development. Economic education is the key to a prosperous future.

Economic education plays an important role in the harmonious development of the individual. Economic education of the younger generation, instilling in their minds austerity has always been one of the problems of pedagogy. Given the current situation, one of the most important tasks is to form the economic thinking of young people. In this regard, a number of reforms are being carried out in our country and research is being conducted by our teachers. Economic education forms in children the ability to save, be businesslike, make economic calculations. Economic education of children begins, first of all, in the family and continues in preschool and school, the content of economic education has been given great attention by Eastern thinkers, the formation of rational needs, the ability to compare them with material opportunities, to meet children’s needs. Research on job satisfaction has been detailed in the study of labor orientation.

Economic activity. Because of the diversity of needs, there are different ways to meet them, but it still requires economic activity. Economic activity is the means and means of making a living. Economic activity begins with production and ends with the consumption of created products through exchange. When people don’t meet their needs, they can’t get back to work. Economic activity or economics refers to the behavior of people towards a specific goal. Its participants are individuals, families, businesses, farms and the state.

The economic culture of a society is the system of values and motives of economic activity, the quality and level of economic knowledge, the actions and values of the individual, as well as the traditions and norms that regulate economic relations and behavior. Economic culture defines a special attitude to forms of ownership, improves the business environment. Economic culture is an integral unit of mental and practical activity that is crucial in the development of human economic activity and is manifested in the process of production, distribution and consumption. The most important elements of economic culture are knowledge and practical skills, the norms that regulate the characteristics of people’s behavior in the economic sphere, the ways of its organization.

Based on the components shown in Figure 1, three groups of criteria for developing the economic culture of future educators were identified: motivational, cognitive, and creative. A person with modern economic knowledge, skills and experience will try to orient himself in the existing social and economic relations and avoid mistakes. Diagnosis of the level of economic culture of students is carried out in accordance with the selected criteria: 1) cognitive; 2) motivational 3) creative.
Cognitive (cognito is a Latin word meaning knowledge, cognition) is a method aimed primarily at shaping students' thinking, which in one form or another is associated with the organization of group discussion [6-15].

There are three levels of economic culture based on norms, indicators, and levels of expression:

- High;
- Middle;
- Past.

Levels of formation of students' economic culture in accordance with the criteria. A high level of economic culture can show that students have a strong systemic knowledge and can apply it in practice to describe economic practices and processes with a complete understanding of the laws of economic development.

Intermediate level - the student understands economic knowledge, is able to create graphs, tables and use them to find the interrelationships of economic events, to solve stereotypical problems.

At a low level - the student is limited to theoretical knowledge, is not interested in identifying economic phenomena, mechanical repetition of economic knowledge and analysis of graphs, tables, diagrams.

Prospective professionals in this category point out weaknesses in their interests and do not pay attention to the development of their opinions, and their passive actions are also reflected in the surveys obtained.

Prevention: Economic culture has an integral character and develops in connection with philosophical, legal, economic, sociological, psychological and pedagogical aspects.

Economic culture is a complex integrated education. It is also a system for assessing the socially important human values of life, taking into account the nature of socio-economic culture, including the methods of predicting, shaping, preserving and consolidating it.

According to the curriculum, the main focus is on teaching specialized subjects. The educator plays a responsible role, along with such an important and honorable task as educating our young generation as worthy children of our people. The educator must first be educated, know the great life in which he lives, be able to understand what is happening in society, act with an understanding of the opportunities that are created for him, and fulfill his responsibilities. In fact, the President pays great attention to the field of preschool education and introduces a number of innovations in its activities. First of all, it should be noted that there are several types of preschool organizations, and the educational process in them is growing significantly. Therefore, today's educator must be well-rounded, creative, and politically mature. We need to inform future educators about the changes in our society, such as the types of preschools, the opening of non-governmental preschools, the order of their operation, the convenience of family preschools. First of all, it is necessary to form the economic culture of our future educators. In other words, every educator of a higher education institution should take into account the financial efficiency of the work they are doing today, taking full advantage of the opportunities created.

4 Conclusion

1. The study of the teachings of Eastern and Western pedagogical psychologists on economics and economic culture is an important factor in the formation of economic culture.

2. Economic culture has an integral character and requires a comprehensive approach to this process in terms of philosophical, legal, economic, sociological, psychological and pedagogical aspects.

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