

METHODOLOGY FOR THE DEVELOPMENT OF BUSINESS SKILLS OF PRIMARY SCHOOL STUDENTS IN THE INTEGRATION OF THE EDUCATIONAL SYSTEM

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Abstract:

This article analyzes the scientific and methodological foundations of the formation of business skills in students within the framework of the primary education system. Through the introduction of innovative methods and integrated approaches to the educational process, ways of developing important qualities such as economic thinking, initiative and responsibility are revealed in students.

Keywords: Elementary education, business skills, integration, pedagogical technologies, innovative methods, economic thinking, practical training, project approach.

Introduction

The formation of such skills as economic thinking, responsibility, independent decision-making, small project management in children at an early stage through integrated approaches aimed at the development of business skills at the stage of primary education is one of the pressing issues. In this regard, the development of skills from childhood, that is, taking into account this area as early as the stage of primary education, is an urgent task. The “New Uzbekistan development strategy for 2022-2026”, approved by the decision of the president of the Republic of Uzbekistan No. 81 of January 28, 2022, also defines the development of youth's business potential and preparation for entrepreneurship as an important task [1. 33-51.].

At the same time, the tasks for revising curricula on the basis of the requirements of the times, directing them to the profession through integrated and practical training, also add to the relevance of this topic. The following sources and

scientific approaches form the theoretical and methodological foundations of this research:

- Pedagogical theory of Constructivism (J.Piaget [2. 257.], L.Vygotsky [3. 176.]) is a theory that students independently discover knowledge through activity. And business activity is formed precisely through the students themselves. It is this theory that today serves as an important methodological basis in the process of forming business skills in students. First, activity-based training.

- Integrated learning theory-promotes the idea of developing skills to solve complex life problems in students by organizing education based on interdisciplinary connections. This theory is of particular importance, especially at the stage of primary education, in the development of complex life skills in students, including business.

First of all, orientation to solving life tasks. The main advantage of integrated education is to bring real-life situations, issues closer to the minds of students. For example, in the project “mini-store”, students harmoniously apply the knowledge gained in mathematics (accounting), mother tongue (writing advertising text), fine arts (poster making) and technology. This in itself forms business skills.

Secondly, deep mastery through interdisciplinary connection. As students study an activity in the context of several disciplines, they have a deeper and more perfect understanding of knowledge. Through this approach, business - not just an economic concept-manifests itself as a social skill, inextricably linked with language, culture, ethics, technology.

Thirdly, the formation of the reader as an active participant. Integrated classes are usually organized on a project or problem basis. This makes the reader an active creative, enterprising person from a passive listener. Such an activity develops a business spirit and critical thinking, because the reader tries to solve the real issue. [4. 234.] Especially in the development of business skills, practical and project approaches stand out as the main methodological basis. These approaches serve not only to remember, but also to apply the knowledge and skills of students. First, a practical approach is to learn through experience. The practical approach allows students to test the knowledge gained in the lesson in real conditions. In practical business training, students perform simple economic actions on their own, such as: pricing, trading, shopping, servicing; through their work, they realize the concepts of profit or loss; acquire important practical skills, such as

communicating with the client, advertising, planning time. Each project requires a problem, research and finding a solution within itself. In this process, students show creativity through activities such as: thinking in a new way, advancing their idea, offering a new product or service.

Fourth, it serves interdisciplinary integration. Practical and project activities are often structured on the basis of several disciplines. For example, in the project "Mini-store", knowledge in mathematics, native language, technology and Fine Arts is harmonized. This reinforces the integrated approach.

Fifth, it forms a sense of readiness for life in students. Through practical and project approaches, the reader gets used to creating a real product or service through his knowledge, inviting it to society. This will prepare him for tomorrow's professional activities, entrepreneurship.

Thus, practical and project approaches are one of the most effective tools in the formation of students' business skills in primary education. [5. 188.] Through them, the theoretical knowledge of students is harmonized with practice, personal activity and initiative develop, the level of readiness for life increases.

Therefore, these approaches have not only pedagogical, but also socio-economic significance. Through playful approaches, students learn to simulate real-life economic situations. As a result, business knowledge is strengthened not only in theory, but also in practical terms. The formation of business skills in the system of primary education is an integral part of modern pedagogical requirements. Through integrated approaches, innovative techniques and playful activities, this goal can be achieved effectively. The methodological recommendations presented in this article can serve as a guide for primary school teachers.

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