



FORMATION OF EDUCATIONAL CONCEPTS RELATED TO ENTREPRENEURSHIP AND SAVING IN THE LABOR PROCESS OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

In this article, we will talk about the formation of educational concepts related to entrepreneurship and thrift in the process of labor education of Primary School students. The main goal is to educate the basics of entrepreneurship and thrift concepts and respect for Labor ethics, careful, economical attitude to the native land and people's property, nature through the formation of cocktails in the minds of children.

KEYWORDS:- Labor, household labor, agricultural labor and socially useful labor, farming and livestock labor, entrepreneurship, austerity, economic upbringing, Income, Spending, Market Relations, wastefulness.

INTRODUCTION

One of the main tasks of education and upbringing in modern general education schools is to form the concepts of entrepreneurship, thrift and economic education of the younger generation, to prepare them for economic activity and labor. This task is generally performed in the system of educational work and in the lessons of labor education.

The introductory part of the article tries to explain it more adequately, while explaining the concepts of more entrepreneurship and austerity. Emphasis is placed on the role and importance of the concepts of entrepreneurship and thrift in today's society, as a major source of development of the country.

In order to achieve the desired results of entrepreneurial, thrifty and economic education of students, it is necessary to involve them in the labor process, with a general knowledge of polytechnic and socially useful areas. At each stage of teaching, students will have specific characteristics of the promising tasks of economic education. The main part of the article is theoretical and provides knowledge on a single program of labor education in the formation of the concepts of entrepreneurship, thrift and economic education in primary school, consisting of the following five sections: technical, domestic labor, basics of artistic processing of various objects, agricultural labor and social benefits, the work will be done outside of class hours.



METHODS

The main part of the article is theoretical and provides knowledge on a single program of labor education in the formation of the concepts of entrepreneurship, thrift and economic education in primary school, consisting of the following five sections: technical, domestic labor, basics of artistic processing of various objects, agricultural labor and social benefits, the work will be done outside of class hours.

The following tasks are set for teachers in the labor education program:

- education of hard work in school-age children;
- partial foundations of economic thinking;
- respect for work ethic;
- education of democratic property, careful and economical attitude to nature;
- the formation of the concepts of entrepreneurship, thrift and economic education at any age.

It is the formation in them of the skills, basic economic knowledge and skills of conscious participation in the process of socially useful labor.

It is known from the history of the development of labor education that special attention was paid to the formation of their knowledge, agricultural labor skills through the formation of the concepts of entrepreneurship, thrift and economic education of primary school students.

At present, the educational work of school-age children in agriculture consists mainly of work on the care of crops. Practice shows that six-year-olds are well acquainted with 5-6 varieties of cultivated plants (mainly vegetables). It is recommended that they be given a more thorough knowledge of the care of planting house plants (watering, loosening the soil) when

growing the seeds of annual plants in open ground.

Based on the existing knowledge of primary school students, teachers working in these classes are given more complex tasks:

- strengthening and developing students' understanding and perception of ornamental trees, vegetables, fruit plants in their habitats;
- to develop the skills of school-age students to carry out general plant care activities throughout the year, to teach them to determine the effectiveness of these activities in summer and winter;
- to identify and expand the basic concepts and ideas of children about the main sectors of agriculture and animal husbandry in the community, to show them the economic efficiency of the use of machines and mechanisms;
- carrying out vocational guidance work with school-age children;
- to acquaint them with the content and conditions of labor in the most common agricultural occupations in the place of residence, to arouse their interest in these professions.

It is very interesting to teach school-age children farming and animal husbandry in the formation of the concepts of entrepreneurship, thrift and economic education. Typically, a plant care guide is used as a raw material, partly as a product for feeding children in the school kitchen, in order to build educational skills before the crop is grown.

This is of great importance in the development of students' economic thinking. Accordingly, the teacher should pay special attention to the fact that primary school students use the fruits of these plants in practice for planting and caring for them. Such an approach to the issue ensures that students have all the knowledge and skills



expressed in the program, including the regular implementation of economic education in the formation of the concepts of entrepreneurship, thrift and economic education through specific examples.

In the formation of the concepts of entrepreneurship, thrift and economic education, it is very important to organize the productive work of school-age children in agriculture. It is necessary to be conscious of the cocktail, that is, to know the structure and development of plants, the properties of soil, fertilizers and other elements related to agriculture, in the process of doing so to develop entrepreneurship, thrift and economic education. Children need to be taught to plan their time at each stage of the technological process.

It should not be forgotten that any productive work in solving the problems of entrepreneurship, thrift and economic education must be based on the creative power and cognitive abilities of students.

Improving the content of economic education in the process of preparing students for work in the lessons of labor education, the formation of basic practical skills and competencies is one of the important conditions of entrepreneurship, thrift and economic education of students. The formation of a set of concepts of entrepreneurship, austerity and economics is manifested as one of the most important components of improving the content of labor education. Only when the student fully and comprehensively understands the essence of economic concepts can carry out activities in the field of entrepreneurship, thrift and economic education in a planned and effective manner, it is important to distinguish between basic and auxiliary economic concepts.

In the formation of the concepts of entrepreneurship, thrift and economic education in labor education classes, economic education

has a great impact on education and students' learning activities.

One of the most important factors in ensuring student engagement is assignments. They can vary in content and form: conditional-descriptive, drawing assignments, and so on. These increase interest in the problems of entrepreneurship, thrift and economic education, which are thrown among the students, activate their thinking. Therefore, every labor education teacher should develop economic learning assignments for specific grades based on the capabilities of the topic being studied and local materials and use them effectively in the teaching process. Students also solve economic crossword puzzles, quizzes, and rebuses with great interest.

In the process of completing such tasks, students learn about entrepreneurship, thrift, economic education, and market relations, understand the basics of a market economy with the help of a teacher, and acquire basic economic behaviors, skills, and competencies.

In the implementation of entrepreneurship, thrift and economic education in labor education classes, in addition to traditional methods such as conversations, lectures, stories, the organization of various games and conferences has a significant effect.

In the lessons of labor education, it is possible to organize a variety of games with the content of entrepreneurship, thrift and economic education. Practical games are important in the upper grades, while in the lower grades it is expedient to organize games performed through artistic images.

Recently, special attention has been paid to lectures and briefings in labor education.

In the process of training, students acquire the skills and abilities to understand the complex events of social life, the process of



entrepreneurship, thrift and economic education, learn critical thinking. The main purpose of these classes is to acquaint students with the skills, knowledge and abilities in creative work on the acquisition of knowledge of entrepreneurship, thrift and economic education in the process of independent work.

It is recommended to prepare for each session from the beginning of the school year. First of all, students should be given the skills to read a book, for this purpose they will be given the task to select the necessary information from additional literature on the subject and to distribute it in a timely manner. The topic of the assignments can be as follows:

- Read a specific paragraph in the lesson and summarize the main idea;
- Analysis of data in the supplementary literature and the selection of issues related to the problems of entrepreneurship, austerity and the economy;
- To determine whether the issues of entrepreneurship, austerity and economics have been sufficiently described - and so on. (It is also recommended that radio and television broadcasts collect information).

The topic of broadcasts is briefly described in a special notebook.

The collected materials will be the basis for independent activities of students in the classroom.

In short, children first become acquainted with the content, effectiveness and efficiency of austerity education in the process of working in their families. Here, teachers and parents play a crucial role in solving the problems of entrepreneurship, thrift and economics. Mobilizing children to be frugal by setting an example, persuading, exhorting, counseling, constantly monitoring their activities, punishing them for extravagance if necessary, and

parenting skills depend on it. Educational exposure can cause short-term, long-term, unstable, or permanent complications in a foster child. The more accurate, reasonable, and powerful the influence, the more firmly the austerity, the passion, is formed in children. Parents organize child labor in the areas of yard and apartment arrangement, cooking, laundry and patching clothes, and repairing household appliances and household appliances. This allows the formation of the first skills of the process of entrepreneurship, thrift and economic education.

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