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THE IMPORTANCE OF ECONOMIC EDUCATION IN DEVELOPING PERSONALITY

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ABSTRACT

This article analyze, the role and importance of economic education in the development of the individual. Researcher's opinions were also expressed on the economic factors that affect an individual's self-development. In the concluding part, the author's personal point of view is given.

Keywords: personal development, self-branding, economic education, personality, personal traits, personal self-evelopment.

INTRODUCTION

Upbringing an independent thinker for material and spiritual growth of the country is a current issue today. In this regard, the Law regarding "Education" and the "National Training Program" was adopted. The main purpose of the law and program is to form a harmoniously developed generation. Its main goal is to raise the education to the world's level. The people who are responsible for this are: teachers, specialists in public organizations and leaders working in the system of education.

At present, economic education is a current issue. It is possible to see the results in the ongoing reforms. The action strategy also has a route on the economic sphere: large-scale changes have taken place. First of all, the introduction of free conversion of the national currency that provides conditions for the income of Uzbekistan and repatriation of foreign partners, and raising the investment attractiveness of the country is an important step.

The positive step done today is bearing fruit. The lawabout "Education" was implemented[1]. It was also taken up at the level of modern requirements for educational, health and general medical problems. Nationalization of schools, test methods of introductive special and higher education institutions were introduced.

Strong or weak economy is directly related to frugality. A child needs education on the essence of the economy, the income-spelling in the

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family.Education at school is an important in this regard. Therefore, special attention should be paid to the identification of basics and skills of economy in the student.

METHODOLOGY AND METHODS

People must not put in danger themselves for wealth, money and property. Of course, for everyone requires possessions, wealth, this is the need of life. But following the rules specified in the Constitution and Other Normative Documents of the Republic of Uzbekistan, the development of the family, state and society should not be broken. If business is carried out in this area in the interests of the state, it will bring effective results.

Economic training is initially taught in the teaching process. No matter what subject a teacher teaches, he or she must be able to incorporate elements of econmic education. For example, in literature lessons the idea that the product or wealth of a work is created through artistic images. On the basis of teaching geography, natural resources and their contribution to the development of the state are taught. It is explained that human life can not be prosperous without natural resources[2].

The reader compares the knowledge he received from these subjects and learns to appreciate his labors in the first cycle of comparisons. Then they appreciate the labour of others. On this basis, content, skills and habits are formed in students. During the classroom and out-of-school educational measures are effectively influenced by the class and the relent-educational events in economic upbringing students.

For example, participants in the course "Skilled Hands" learn skills related to making various items. If they do not produce these items, they will need to buy them from the market.

This means that produced items are satisfied with the needs of people in this field, i.e. it is based on funds, i.e., products. Money, in turn, encourages students to think of economic and draw the right conclusions about it.

Introduction of students from school, improving the activities of any enterprise or business or the enterprise in the field.

Any area realizes that the state is connected with the daily life of people. In the process of study and monitoring of the needs of this area and the need for people's needs to this area, they raise their economic data. All this has a social significance in economic upbringing students. The economic upbringing of students is carried out through the media, theatre, movie, exhibitions and travel. The above sources form the economic culture, minds, consciousness of citizens.

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Money raises the education of economy in the family. We must not be indifferent to this. Looking ignorant to money circulation often leads to a two-way problem. The habit of becoming a career and the economic difficulties of the family is discipline. Secondly, money can raise greed, the desire to save money. Child needs to be familiar with the family affairs of the family from early childhood.

The child should know a monthly, daily finance of family. They should know the price of the main food - bread, fat, milk, meat, fish, vegetables and others. As the children grow up, they should be aware of the price of items (clothing, shoes, TV, etc.)[3]. If their parents are working extra, the children must understand that their parents are trying to create well financed life in the family. It is important to understand: Everyone must give a hand to improve family life. The earlier the children start helping to the family, the better will be the family life.

RESULTS AND DISCUSSIONS

Our ancestors were able to maintain the purity of sides and the rivers, ground wealth, and ground wealth. Even they considered spitting in the water as a sin.

Teaching such concept from childhood gives good results. According to wise men, the upbringing of the child under the age of five includes the majority of their life-long upbringing. Therefore, in preschool children concepts and imagination are created such as future regard to nature, not to harm the animals.

These tasks are carried out in the process of performances in daily activities, the process of games. The educator must make it a goal to provide children with environmental education. Knowledge of animals, plants and fruits should be developed in the course of acquiantance with nature. Various tasks associated with environmental awareness should be used in games. For example, on the labyright game “Help fish get to lake” the child must be able to show the right way the fish to go to clean water[4]. Otherwise, he will kill the fish.

In drawing lessons, the educator draws children's painting sheets cloud and rain, trees, house, sunlight, bird, fish, human, factory pictures. Then the educators tells to the children to circle or make a star things which are polluting the Earth.

Each group should prepare the image of the human rights activist and use it in daily activities. It should be prepared in such a way that the mouth, eyes, ears are changed and become happy or sad. It is explained that in order to keep the living space clean, it is useful not to break toys ad turn them into garbage, to pollinate flowers, not to cut leaves, and flowers, not to break tree branches and not harm animals. Children are given a task in connection with the fact that the human

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defender is happy when he sees such good deeds, and sad when he sees bad seeds. For example, if the educators shows the image of a human defender with his ears hanging down, his cheeks drooping and upset, the children should find cards depicting children breaking a tree branch, throwing stones at birds, or vice versa.

There will also be a series of pictures related to things which are not allowed to do. The children put two sticks under the picture in the form of a cross (X) and tell about what they have done. For example, under the picture of water flowing from the tap, two sticks are placed in the form of a cross (X), and under the picture of a child building a bird's nest, nothing is placed and so on.

Through such methods, the educator states that in the Constitition of the Republic of Uzbekistan citizens are obligated to treat the environment with care "land, suboil, water, flora and fauna and other natural resources are national wealth, they must be used wisely and they are the content of articles 50-55. It is taught to the children.

Ecological education of children takes into account their age. At the age of 4-5 years, children are taught that cars pollute the air and bicycles do not pollute. Picture cards of cars and bicycles are distributed to each child for reinforcement.

The task is to show which one pollutes the air with the right hand and the one that does not pollute should be shown with the left hand[5]. For children 6-7 years old, the task is made in a complicated way. The card depicts 6 cars in the first row, one bus in the second row, and 8 bicycles in the third row. The task is to put the numbers 1,2,3 at the beginning of the line according to the air pollution level of these vehicles.

If the initial elements of environmental education are formed in this way in preschool children, it will certainly be effective in the future.

CONCLUSION

In conclusion, during the upbringing, the pupil's view and outlook on life gradually take on a new meaning. It determines the behavior of the pupil and his attitude to the various influences of the environment. The clearer and more consistent a person's behavior, the less various negative effects on the surrounding will be.Educational work in the school environment is carried out by teachers and headmasters. They organize education in accordance with the goals and objectives of society. It is necessary to correct some shortcomings in the behavior of primary schoolchildren. These shortcomings are often formed in family. The teacher should focus his or her efforts on parents' shortcomings. This usually requires changing the

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living conditions of the children in the family and eliminating as much as possible the causes of the misbehavior in the children. Thus, the processes of upbringing, economic self-education, and re-education linked, and always interact in the whole process of forming the human personality. When educational work is organized in this way, young people are more actively involved in society. Such actions contribute to the development of the student's personality.

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