

ORGANIZATIONAL AND METHODOLOGICAL PROCESS OF TEACHING ECONOMICS IN UNIVERSITIES AND INSTITUTES

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Abstract: Economics as a subject began to appear in Uzbekistan in the mid-1990s. During this short period, teaching economics at institute not only was not stopped, but, on the contrary, began to develop rapidly in almost all universities and institutes, and the interest of teachers, students and their parents is growing every day. In Uzbekistan, the study of economics is currently carried out mainly only at the last stage of education - at the level of higher professional education in many universities of the country. The purpose of the article is to study the organizational and methodological process of teaching economics in universities, institutes, and schools.

Keywords and phrases: policy, organizational structure, strategy, accounts, values, moral norms, individuality, development, economic activity, economic conditions.

The most important task of modern Uzbekistan is the development of economic education and economic literacy of young people. Further improvement of the economy and the development of market relations in the country is possible only by a generation with modern economic thinking, that is, high economic literacy, initiative, prudence and efficiency [6]. At the same time, special attention should be paid to the formation of youth entrepreneurship that can pull the country out of the economic crisis, solve and reduce the severity of social problems.

The problem of improving the economic education of young people exists in many developed countries, so a wealth of experience has been accumulated in its improvement and further development. Actually, economic education is closely connected with labor and moral [7]. Therefore, it is based on modern professional orientation, positive labor motivation and general humanization of economic relations. Today, an extremely important social task for the younger generation is the successful mastery of economic knowledge, since the ability to navigate the ongoing economic processes is at the heart of many modern socio-economic problems of youth. Currently, an increasing number of Uzbek institutes offer school graduates training in the specialty "economist" [8]. Every year, an increasing number of professions appear that

are necessary for the development of society and the well-being of the country as a whole, in which knowledge of economics plays a dominant role, so it is important to introduce economics into the school curriculum so that students can make a choice in favor of the specialty "economist", and also to navigate in modern economic realities [1].

The main goal of introducing the course "Fundamentals of Economics" is to form a certain economic culture of the population. As a complex social phenomenon, it can be considered in several aspects:

- Theoretical, as the development of economic theory and its corresponding scientific concepts;
- Practical, like instilling certain skills of economic behavior;
- Ethical, as the mastery of a system of values and moral norms, adequate to a particular economic system [9].

Under these conditions, the formation of economic culture at all levels of education is of fundamental methodological importance, since it sets the task of purposefully influencing the generation of people who are today at institute.

The main educational task of the institute course should be not only the formation of an economically active personality, but also a responsible attitude to business, creative initiative within the limits of one's official duties, i.e. a person capable of working in a civilized market, a person with knowledge of the requirements and norms of civilized market relations, even if they have not yet been developed outside the classroom and are thus of a declarative nature. The student must not only acquire knowledge, concepts and ideas about economic phenomena, but also learn behavioral stereotypes and norms.

In general, the situation with teaching the fundamentals of economics at institute can be regarded as a search on the way to the development of a unified concept of lifelong economic education.

Currently, the institute has the right to choose how to teach economics to students.

At the moment, there are several approaches to the study of economics [2]:

- Business - oriented approach. Its essence lies in the fact that students are mastering the practical skills of doing business. Students will learn about how entrepreneurs plan to run their business. Students are given the opportunity to develop a business plan, choose an industry for creating a business, and develop new interesting ideas for its development [10]. In such lessons, the student uses not only the knowledge of economics he received during the study of the curriculum, but also his own creative potential, which makes the lessons interesting and varied for him.

- Theoretical approach. Within the framework of this approach, economics is taught as in universities, that is, individual subsections of this discipline are identified: economic theory, economic history, accounting, microeconomics, etc. A positive

feature of the application of this approach is that the student deepens into various areas of the economy, gets acquainted with their diversity and features. The negative factors of the approach are that it can be difficult for institute to perceive a large amount of information, and interest in the disciplines taught is fading.

The cultural-functional approach involves the formation of a student's general culture of the economy, the development of adequate ideas about the world, the essence of economic phenomena and processes.

Here, the leading role is given to instilling in institute functional economic literacy, the formation of the ability to develop, including self-development and self-education, the formation of a system of values and the development of individuality, the development of skills in economic activity in various economic conditions.

Academic approach. Its goal is to give a simplified but holistic view of the fundamentals of the economy, which will give the student a basis for studying in universities. This approach is a priority for the Ministry of Education and Science. According to I.V. Lipsitz, the author of a number of popular textbooks on economics for institute, economics at institute should be aimed at giving, albeit somewhat simplified, but a holistic view of the basics of the economic life of society with gradual complication and addition from class to class in order to create a basis for students to studying economics in universities. The positive side of the academic approach is the consistency, the gradual deepening of the subject by students, the consistent complication of the material being taught. Among the negative features of this approach, one can single out the fact that the amount of material studied by students is large enough for the institute, not all students need such a complete amount of economic knowledge, and interest in the subject is lost [3].

Most teachers believe that it is necessary to combine approaches, to correlate the teaching of theoretical and practical parts, then students will be able to apply the acquired theoretical knowledge with the realities of modern life.

The solution to the problem of the student's loss of interest in the subject may be to conduct practical classes, in which the student is given the opportunity to "create" his own business, choose its organizational and legal form. Students distribute positions, determine the pricing policy of the company, its organizational structure and development strategy, and keep accounts.

This practice helps students to get an adequate understanding of the essence of economic phenomena, to easily make a reasoned judgment on economic issues, to gain experience in analyzing economic situations and the changes taking place in society. The lesson educates students in initiative, activity and independence in decision-making, develops practical skills in making responsible economic decisions.

In institute, the student should be familiar with such concepts as entrepreneurial activity, state finances, taxes and the tax system of the country, supply and demand,

banks and banking, marketing basics.

Organization and guidance of students' independent work is one of the most important functions of a teacher. Independent study of the material leads to the formation of various skills that are useful for the student - organization, composure, increasing the level of attention, diligence, and developing creative thinking [4].

For the teacher, the independent work of students is the most important part of the educational process, it enables the teacher to better understand the motivation of students to study the subject, evaluate the use of different approaches by students to completing tasks, and identify students' inclinations to various areas and disciplines of the economy.

A combination of lectures and practical classes is necessary, the creative component of the lesson is important. The teacher should develop a lesson plan in such a way that the new material forces the student to refer to the material already covered, i.e. so that there is a constant process of repetition, and, consequently, a better assimilation of the material [5].

In institute, teaching economics allows you to move from basic knowledge to the formation of active mental activity, learning to analyze and critically assess situations, evidence, economic decisions, i.e. active forms of application of acquired knowledge. The types of lessons and the use of various forms of teaching economics to students will be discussed below.

Thus, the student, after graduating from school, will have an idea about the basics of economics, the most important terms and concepts, scientists who have influenced the current state of the economy. Also, the student must understand the relationship of the economy with other branches of knowledge, understand its importance and significance.

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