



Organization of Teaching Economics at the University

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ABSTRACT

Currently, an increasing number of Uzbek universities offer school graduates training in the specialty "economist". 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. The purpose of the article is to study the organizational and methodological process of teaching economics in universities

ARTICLE INFO

Received: 6th March

2023 Revised: 6th April
2023

Accepted: 7th May 2023

KEYWORDS: modern society, younger generation, economic knowledge, skills, ability, economic realities, economic concepts, functions, economic laws, economic thought

Each person in his life is involved in various economic relations, so the study of economics, like any other discipline, is essential. Currently, a large number of different professions are emerging in Uzbekistan, which require specialists of various economic skills and knowledge. A bank employee, a logistics specialist, an insurance agent, a stock market analyst - all these specialties are based on economic disciplines. Already in the beginning of the study, the student begins to think about choosing his future profession, therefore, along with such sciences as history, mathematics, physics, biology, economics should also be introduced as a taught discipline.

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. At the same time, in many schools, economics is introduced only as part of the subject "Social Science", i.e. in the school curriculum, this discipline is given a relatively small number of hours.

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 [2]:

- 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.

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 university [1].

The main educational task of the university 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 university can be regarded as a search on the way to the development of a unified concept of lifelong economic education.

Currently, the university has the right to choose how to teach economics to students [1].

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

- 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. They are given the opportunity to develop a business plan, choose an industry for creating a business, and develop new interesting ideas for its development. 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 students to perceive a large amount of information, and interest in the disciplines taught is fading [2].

- 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 students 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 students, economics at university 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 university, 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 their 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 [4].

Teaching economics at university is important for modern society, educating the younger generation of economic knowledge, skills, and the ability to navigate modern economic realities. It should be aimed at the study of basic economic concepts and terms, the formation of ideas about the most important tasks and functions of the economy, familiarization with the basic economic laws, the history of the development of the economy and economic thought.

At the level of public authorities, the Ministry of Education of Uzbekistan, it is necessary to develop the concept of continuous economic education of students, the interaction of universities in the study of economic disciplines.

Thus, the student, after graduating from the university, 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.

The use of various teaching methods makes it possible to make lessons in economics interesting, accessible for understanding by different age groups of students. Active teaching methods allow students to apply theoretical knowledge in practice, to understand real economic situations. Heuristic teaching methods enable students to show their creative abilities, look for non-standard solutions to various economic problems [5].

The teacher needs to combine different types of lessons - lectures, seminars and practical classes - this will allow students to learn the basics of economic science most fully and deeply, and the teacher to control the process of obtaining knowledge by students.

Thus, conducting classes in economics at university will allow students to master economic theory and the economic concepts corresponding to it, instill in them the skills of competent economic behavior, and master the system of norms characteristic of various economic systems.

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