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Azerbaijan State University of Culture and Arts

PhD in Pedagogy

<https://orcid.org/0009-0002-9304-3116>aminagadimova@admi.edu.ru

Tasks and Implementation of Economic Education Ways

Abstract

The article is devoted to the problem of economic education, which is one of the most relevant topics of the modern era. In the educational process, young people receive more information and acquire new knowledge and skills.

By providing economic knowledge to young people economic, consciousness is formed in them. The article provides the oretical provisions on the implementation of this problem in the educational process.

The acquisition of new knowledge and skills related to the educational process is not only considered, but also the development of logical, creative and critical thinking in economic education. Providing information about entrepreneurial activity to young people leads to the development of their economic education at the level of current requirements.

The author touched upon the instillation of social skills, collective qualities, economic skills and the acquisition of economic culture in them and expressed a critical attitude. The article analyzes the concept of economy from a social aspect.

Keywords: *economy, economic education, entrepreneurship, thrift, wastefulness, time budget, economic activity*

Introduction

The economy of our republic has embarked on a path of rapid development and a sharp turnaround has been achieved in all social spheres, including education. This development has found its broad manifestation in both the state and non-state spheres.

The main line of development of the economy is formed by needs. Needs constantly influence human activity and activate it. This activity itself directly influences the formation of human (society) needs and necessitates the qualitative improvement of its development. Need is the need for anything necessary to maintain the active activity of the organism, the person (individual), the collective and society as a whole (Trade economics, Part II, 2022, p.180).

Taking into account the experience of countries around the world, the country's socio-economic development strategy is being successfully implemented in the republic in close cooperation with international organizations. The main content of the strategy depends on achieving stable socio-economic development and improving the living standards of the population through the improvement of the market economy.

Research

M. Rovshan, explaining the essence of the issue in an economic sense, shows that the power of the state is that its economy, first of all, expresses the interests of the people for a long time. The state can function normally when all the groups that make it up are in a harmonious, mutual relationship. Also, a necessary condition for activity is the participation of all parts of the system, both ideologically and administratively, in order to achieve a common goal (Trade economics. Part I, 2022, p. 87). The process of mastering economic knowledge, turning them into beliefs, and forming economic thinking is economic education. Economic education is a planned, organized activity carried out at school in order to form business, entrepreneurship, thrift and other such qualities in young people based on arming them with relevant knowledge, skills and habits related to the economic sphere, a system of complex influences applied in a thoughtful way.

Among the factors that raise the level of young people, economic education is of great relevance. Because young people living in a market economy must, first of all, acquire economic knowledge. It is from this perspective that there is a need to create a system of information provided to high school students regarding entrepreneurial activities (Badalova, 2009).

The information provided to young people, in addition to developing their economic education, also directs them towards entrepreneurial activity. Experience and observations show that the majority of young people are interested in working in production. Taking into account their interests, there is a pressing need to prepare training modules for young people involved in entrepreneurial activity that reflect information on the content of entrepreneurship, the structure of business activities, the content of leasing services, and the establishment of franchising.

Economy is understood in the same sense in all languages, combining the concepts of household, economy, and law. Thus, in Russian it is used as "ekonomiks", in Greek as "oikonomike", etc.

The scientific meaning of the word "economy" corresponds to its literal meaning to a certain extent on a national scale, that is, the economy is the production of material goods in the country, distribution, exchange and consumption, constitute the scientific basis of economic education and possess such valuable qualities. Such young people, like our wise ancestors, understand and believe that without economy, society cannot survive, they adhere to thrift, and do not allow waste. Although our grandfathers and grandmothers did not receive economic education in special schools, they solved economic issues very wisely. They also had strict labor discipline. Hardworking people were competent in the forms of labor organization, the efficient use of earned labor (or income), how to care for the land, where, when, and how to plant to get a good harvest, when to harvest the crop, what type and what area of the economy to engage in in the relevant region, and the poet gained rich experience in such economic issues, they were distinguished by the correct use of the time budget, business and entrepreneurial qualities (Badalova, 2013). They passed on the knowledge and experience they gained in the economic field to the younger generation through the "see and take" method, as well as by showing and explaining examples. In this process, they also widely used figurative sayings and proverbs that were the product of their own (or previous generations') thoughts. The unique values of Azerbaijani folklore have a significant place in economics. The ancestors said that "Savings are half of livelihood", "The blackness of the soil whitens the face", "He who plays on the soil does not remain hungry", "The soil says: beat me, I will feed you", "The soil says: kill me, I will resurrect you", "The soil says: you give me sweat, I will give you gold", "Time is gold" and so on. Let us just say that in the modern era, when special attention is paid to the development of national self-awareness among young people, parents, teachers and educators should familiarize children with the fact that the natural and geographical conditions of the republic are taken into account in the cultivation of productive forces, as well as with historical and national factors, traditions and folklore examples related to the economic sphere of the people. Because such acquaintance not only helps them develop national self-awareness, but also creates a reliable basis for the formation of new economic thinking.

The process of acquiring economic knowledge, transforming it into beliefs, and forming economic thinking is called economic education.

"People's. The active role of public groups representing various strata and categories of citizens in regulating the socio-political and socio-economic processes of society, thanks to the maturation of socio-political consciousness and self-determination, is one of the main factors characterizing a higher level of development of the state and human society. (Republic of Azerbaijan. Baku.2001."

The main tasks of economic education, a product of recent times, in educational institutions are as follows:

- to create an idea of the place of the economy in the development of society and the scientific foundations of economic policy in the country, including in the regions;
- to expand young people's knowledge about the market economy;
- to strengthen young people's interest in entrepreneurship;

- to form characteristics such as hard work, economy, and thrift, and to introduce students to relevant economic concepts;
- to teach and recommend a caring attitude towards public property, public property, including the environment;
- to instill in young people useful skills such as using their time effectively, being ready to engage in economic activity in the production process, having an economically educated approach to food products (especially bread), appreciating hard-earned income, saving electricity and generating income, etc.

In the modern era, when serious attention is paid to the development of national identity among young people, the work carried out in Azerbaijani schools should be organized in such a way that young people become closely acquainted with the national specifics of the republic in relation to economic issues. For this purpose, it is necessary to provide them with relevant information, for example, about the traditional sectors of the national economy in Azerbaijan (i.e. oil and gas production, mechanical engineering, chemical industry, agriculture, livestock, cotton growing, viticulture, tobacco growing, tea cultivation, fruit and vegetable growing, etc.), raw materials reserves, currency obtained from the sale of products produced in the republic, national income, average per capita production indicators, a regulated market economy, etc., and to acquaint children with the fact that the specific natural and geographical conditions are taken into account in the deployment of productive forces, as well as with historical and national factors, and with the traditions of the people. Such acquaintance and information, in addition to contributing to the development of national identity among schoolchildren, also creates a reliable basis for the formation of a new economic mindset. Without these, it will not be possible to fundamentally improve economic life and ensure its rapid and efficient development (Huseynova, 2013).

There is a serious need to develop and implement an active and comprehensive strategy for regulating the labor market. The special importance of such problems as the selection of means and mechanisms for regulating employment, the connection of state and private initiatives, and the encouragement of business activity increases. Other important tasks are facing the policy of regulating employment. Preservation and increase of professional potential, increasing the flexibility of the workforce and its adaptation to structural changes, regulation and strengthening of the social partnership mechanism. Employment of the population is the most difficult problem from a theoretical, methodological and practical point of view due to its socio-economic nature, the complexity, multifacetedness, various models of the factors affecting it, and the large number of options for the intersection of the interests of individual labor market subjects (Mustafayev, 2015, p. 220).

Labor collectives play an important role in accelerating the socio-economic development of the country. The labor collective is the main core of aggregate economic activities, which combines the main aspirations and features of the lifestyle of workers, their activities and efforts. It is the unification of each of its members from the point of view of joint economic and moral interest. Therefore, the strength of the labor collective in economic activity, together with the efforts of each of its members, determines the potential strength of the organization (enterprise) (Trade economics. Part II, 2022, p. 180).

Let us also note one aspect in particular: forming economic thinking in young people at the level of current requirements is an important stage in preparing them for productive labor. Thus, a person with formed economic thinking knows the importance of time budgeting well, actively participates in the protection of public property, is able to effectively use advanced experience, new methods and modern labor tools in his work, understands technical documents, skillfully coordinates quality and quantity indicators in work, and possesses valuable qualities such as thrift, business acumen, common property, and land ownership. Such a person understands and believes, like our wise ancestors, that society cannot survive without an economy, that those who practice thrift will become rich and will not fall into poverty, that those who indulge in wastefulness will become poor, that thrift is half of the

livelihood, that the smell of bread is as pleasant as the smell of honey, that it is sacred, that it is the greatest discovery of human intelligence, that "he who loses bread will not find bread," that he who despises bread will remain hungry, that they do not step on bread, that if it falls to the ground, they kiss it and keep it in their sight," that "time is booty," that it is gold, that not a single minute of it should be wasted, that "he who loses time loses his fortune," that "he who saves penny by penny will give manat by manat," that "if you sow everything on time, it will reap a harvest," and so on.

The content of economic education is the "market economy", that is, the market relations of the economy, which should attract the attention of every young person who enters life. The main goal of economic education is to help the younger generation to cope with the new economic conditions. Therefore, in order for our future to be in safe hands, every young person should know the features of the "market economy" and should model useful qualities such as entrepreneurship, economy, thrift, etc (Guliyev, 2002).

The student himself plays an important role in the economy as a consumer. Each student must prepare himself not only as a consumer of material and spiritual goods, but also as a specialist who creates and produces these goods. In order to realize this goal, a special course - economics - that directly serves the economic education of students should be approved in all schools without exception.

The concepts covered by the economics course deepen and expand all of their knowledge and skills by forming economic thinking in students. One of the most important ways of economic education is the lesson. In the process of teaching various subjects, children master the concepts of economics, and while learning proverbs, they become familiar with the ideas of our people about thrift (The Holy Quran, 1997).

In accordance with the curriculum, high school students acquire necessary information in labor training classes on the importance of mechanization in intensifying production, the role of agrotechnics (i.e., agricultural machinery) in increasing agricultural products, families that increase labor productivity, fixed assets, extensive development, extensive and intensive systems of farm management, farm accounting and profitability, productive cost, profit, savings regime, and a number of other similar economic issues.

Opportunities for economic education exist in lessons taught in other subjects as well. The main issue is providing these opportunities and turning them into reality, which requires competence and pedagogical mastery from subject teachers.

In "Kalila and Dimna" it was said:

If you take hay from a mountain and say it's too much,
You'll also see that the mountain itself is not there.

Such information enriches the economic knowledge of young people. It would be useful to provide this knowledge based on advanced world experience.

Thrift is wealth, state. Scientists have considered it necessary not to skimp on studying only one science. Humanity rises through labor and perfection. A knowledgeable person lightens the heavy labor of man with his inventions and discoveries. M. Fuzuli considered labor and hard work to be the yeast of human life. He called on people to be thrifty and said that while thrift elevates a person, greed and extravagance degrade and destroy him. Nizami said that greed should be struck in the neck with the sword of thrift (Ilysov, 2013).

The possibilities of all subjects are used in the economic education of young people. Extracurricular activities carried out at school complement the educational work, strengthen the economic knowledge that schoolchildren did not acquire in the educational process, and enrich their knowledge of economic education. If one group of extracurricular activities forms economic thinking and the consciousness of being thrifty in children, the second group of activities directs them to the action of becoming businessmen. Economic thinking in schoolchildren is formed by lectures on economic topics, moral conversations, meetings with prominent economists, conferences, etc. In such activities, schoolchildren learn theoretical issues of economics. In the second group of activities, for

example, in the process of participating in disputes and socially useful labor, the most necessary concepts of economic education are formed in them, and a system of thrift education is formed in schoolchildren (Kazimov, 1983).

In order for the work carried out in the field of economic education to be effective, convincing and effective, both in the training process and during extracurricular activities, the teacher should not ignore the negative situations in the field of economics. Because, in addition, efforts are being made to expand the crisis situation, negative trends and various forms of situations in the school and in the country in general by all means.

In the process of teaching chemistry, physics, mathematics and astronomy, young people also acquire relevant economic knowledge, skills and habits. These subjects play an important role, for example, in forming the qualities of children to save food, electricity and fuel, to refer to relevant statistical calculations, specific indicators and economic formulas when necessary, and to find an effective way out of difficult situations (Kazimov, Hashimov, 1996).

In the lessons held in the aforementioned subjects, young people become familiar with the natural and scientific landscape of the world, the development prospects of the national economy in our country, the situation in social, economic and cultural life, the directions of constructive work, and the ways to accelerate scientific and technical progress and use outer space and atomic energy for peaceful purposes using these laws.

Extracurricular activities conducted with schoolchildren are not limited to forming economic thinking and thrift consciousness in them, they also help to form moral convictions, civic duty and perseverance, national consciousness and national dignity, deep love for the Motherland and its people, they cultivate sensitivity, kindness, friendship, honesty and truthfulness in schoolchildren, and they develop a sense of citizenship and the ability to see the world as a citizen.

In order to achieve good results in the work carried out in the field of economic education at school, a number of conditions must be observed. The most important of them can be summarized as follows (Kalila and Dimna, 1982):

- Work on economic education issues should be carried out systematically, in accordance with the age and level of understanding of the students;

- these activities should cover both economic sectors specific to the region and economic issues related to local conditions, and should inspire children to participate in the production of material goods within their capabilities;

- economic knowledge instilled in children during the educational process: a) should be derived from scientific regularities reflected in educational subjects and from facts and concepts explaining the foundations of the national economy and its economy; b) should reveal to them in an accessible way the practical importance of the labor process and the essence of economic issues that young people will encounter in this process; c) should be regularly enriched and strengthened by applying them in practical exercises and various types of extracurricular activities.

Conclusion

Adhering to all these conditions should be one of the main duties of teachers.

Relevance of the article: The formation of young people's economic skills in the educational process has enabled them to apply the knowledge they have acquired in practice, while also determining ways to develop their creativity and improve the quality of their training.

Scientific novelty of the article It is explained that the article, for the first time, shows that the assimilation of economic concepts by young people is an important tool in the development of cognitive activity in young people, and therefore it is necessary to take advantage of these opportunities in a purposeful, planned and organized manner.

Practical significance and application of the article: The ideas reflected in the article regarding the organization of economic education are of great practical importance. These thoughts and ideas can be used in the educational process and in the preparation of teaching resources.

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