



APPLICATION OF NEW INNOVATIVE METHODS IN TEACHING ECONOMIC SUBJECTS IN GENERAL SECONDARY SCHOOLS

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ABSTRACT

In this article, the teaching of economic sciences in general secondary schools will be raised to a new level, the opportunities for providing quality education, the formation of economic and entrepreneurial knowledge skills of schoolchildren, new innovative methods during the lesson will be discussed. methods of using educational methods and recommendations are given.

KEY WORDS

Educational system, innovative approach, quality, quality education, innovative educational methods (excursion lesson, combined lesson, lesson conference), educational technologies, ensuring the quality of education.

Introduction

In the modern period of Uzbekistan's development, special attention is paid to the modernization of education in determining the sustainable development of social spheres. New innovative approaches and effective changes are taking place in the educational system.

Today, the teaching of economic sciences in our country is rising to a new level. Great attention is being paid to the development and implementation of effective mechanisms for the development of quality education opportunities, development of economic and entrepreneurial knowledge skills of schoolchildren. Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" "The labor market of human capital and the competitiveness of students in the country "development as the main factor determining the level of education" important tasks were defined in the measures.

The main goal of teaching the subjects "Basics of Economic Knowledge" and "Basics of Entrepreneurship" in general secondary schools is to form economic literacy and economic culture in students, the most optimal in certain life situations related to socio-economic activity. to be able to find solutions and make the right decision, and to provide students with knowledge about the formation, evolution, nature and content of entrepreneurial activity and understanding, organization, implementation, development and support of entrepreneurship.

In the development of the students' skills to engage in economic relations, integration, connection with labor relations, the unity of educational factors, conformity to the socio-economic needs of society, the unity of individual needs and opportunities, taking into account the individual characteristics, class approach, the priority of the team's opportunity, the game principles such as character ownership have a special place. The implementation of these principles is based on the values of economic education of students and is reflected in the integral pedagogical processes. In the context of an innovative approach to education, the use of game technologies in the development of economic knowledge and skills of students of general secondary schools in the teaching of economic subjects increases the quality of the teaching of these subjects.

In this regard: it is appropriate to use the experience of foreign countries in the use of game technologies in the development of economic knowledge and skills of a person, in particular, the game experiences of "Monopoly", "Money flow" and "Economic twelve". educational games of imitative nature ("Businessman", "Industry", "Crossword", "Onagram", "Rebus") based on methods such as "Problem teaching", "Group search" and "Modular education" are organized in classes. It serves to develop the ability of students to independently solve economic problems based on role-playing games based on their age characteristics.

Tasks to be solved during the game:

- 1) Teaching students to generalize and systematize their economic knowledge with the help of tasks of an economic nature;
- 2) Development of students' skills of making the right decision (finding a solution) in problem situations;
- 3) Forming students' ability to critically evaluate their economic knowledge, skills and abilities with the help of practical tasks.

Efficiency is achieved by organizing economic lessons based on innovative educational methods (excursion lesson, combination lesson, lesson conference).

An excursion lesson in economic sciences is an extracurricular activity that can be conducted in production and service enterprises. In this process, students' economic and legal competence is formed using the technology of critical thinking. At the same time, the use of heuristic educational technologies in excursion classes serves to form students' marketing-entrepreneurial competence. In the conditions of an innovative approach to education, a combined lesson in the science of the basics of economic knowledge is conducted using the technology of the same design of all forms of education, such as theoretical, practical, and circle. Forms the information-analytical competence of students by applying the design method in the combined lesson.

The conference training in economic sciences is conducted using the possibilities of modern information technologies, using the conference, social networks (Telegram, Instagram, Facebook, etc.) using differential education technology. Information-analytical competence of students is formed in this.

Based on the above points, it can be said that the pedagogical process aimed at developing the skills of students to engage in economic relations depends on the correct and effective implementation of the organizational method and the selection of priority principles. Improvement of the teaching methodology of economic subjects, including giving priority to problem assignments, educational projects, practical and didactic games in the lessons, will develop students' economic and entrepreneurial knowledge and skills.

The following practical recommendations are recommended for improving the methodology of teaching economic sciences:

1. Development of a comprehensive system for developing the skills of students of general secondary schools to engage in economic relations, in which interdisciplinarity and it is necessary to achieve reflection of integration between educational organizations and production enterprises.
2. It is desirable to make the classes organized on the subject "Basics of economic knowledge" and "Basics of entrepreneurship" interactive in nature, in which it is desirable to focus on the development of general secondary education students' issues of entering into economic relations .
3. In the conditions of the market economy, the following entrepreneurial requirements are imposed on the school pedagogic employee: to take responsibility and feel it; organization of classes based on market regulations and requirements; keeping pace with progress; working with cooperation, solidarity, co-creation; ability to think independently; being able to clearly set a goal; entrepreneurship; creator, creator; demanding and kind; time-honored; must be a polite person.

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