



## MODERN ISSUES OF ECONOMIC EDUCATION IN UNIVERSITY

Yorbekova Dilorom Muxammadkulovna

Teacher, Samarkand State University Veterinary

Medicine of Livestock and Biotechnologies

### Abstract

Most interactions in society are directed and coordinated by certain rules of the game. In economic behavior, property rights form an extensive and important part of the rules. Economics explains social phenomena, the mechanism of interaction, and makes it possible to foresee the direction in the economic behavior of people. The purpose of this article is to study the economic education of students at the present time, to identify the problems of economic education at the university, to suggest ways to solve them and to identify the importance of economic education for a modern student.

**Keywords and phrases:** consumer behavior, global economy, economic thinking, economic culture, competency, equality, efficiency, industry markets.

### Introduction

The subject of economics in institute education today has changed dramatically. If earlier it was about studying only some aspects of the economy in the course of social science, today we can talk about expanding the range of economic knowledge that is given at the level of secondary education [1].

Economic education at institutes began to develop in the nineties of the last century, at that moment a new economic culture began to take shape, which required an appropriate economic education of the young generation.

Initially, the basics of economics were taught only in high education, while this subject was introduced as an additional, optional subject. At the moment, there is no consensus on the age at which it is necessary to start teaching the basics of economics. At the same time, since 1994, the state standard of higher professional education has been in force, which formulates the requirements for a minimum content of knowledge. In order to give students this minimum, it is necessary to introduce unified programs of economic education, which has not yet been observed.

As a result, the main problem of teaching economics at institute is the question of determining the approach to presenting economic knowledge to students, and the question of choosing the appropriate course and program [2].





There are many points of view on the definition of approaches to presenting economic knowledge to students; in practice, four main approaches are implemented: business-oriented, theorizing, cultural-functional, academic.

A professionally oriented approach is to develop the skills of behavior in economic life, to systematize useful economic knowledge. This approach focuses on the teaching of applied disciplines. The disadvantage of the approach is that such advice is often not applicable to the Russian economy, so students develop an overly abstract idea of science, and there is no incentive to study the subject, since it is not clear how the acquired knowledge can be applied.

The theoretical approach provides that institute economic education will be a simplified academic, university education. In the case of applying this approach, it turns out that students are taught several economic courses, which are often not interconnected. Teaching unrelated economic disciplines gives students too much information that is difficult to systematize and apply in the future.

The cultural-functional approach seeks to form a common culture, develop adequate ideas about the world, the essence of economic phenomena and processes. This approach consists in instilling functional economic literacy in students, forming the ability to develop, including self-development and self-education, forming a system of values and developing individuality, developing skills in economic activity in various economic conditions. The cultural-functional approach is most suitable for teaching economics institute, as it will help to form the general economic culture and literacy that every person needs in life [3].

Another approach is academic, the most popular today. It is contained in the official educational and methodological literature on economics and is a simplified but holistic view of the basics of economics, it involves a gradual complication from class to class in order to create a basis for students to study economics in universities. The advantage of this approach is that the student is given systematic knowledge about the subject, while the approach involves the transition from the basics to more complex material [11]. The disadvantage of this approach can be considered too large a volume of the studied material, as well as the impracticality and impossibility of applying the knowledge that is given to the student in real life .

For a rational choice of approach to teaching the economy, it is necessary to focus on the interests of the students themselves, as well as on the specialization (profile) of the educational institution. Innovative education focuses on the student and the teacher, assuming them to be subjects of the educational process [4].

Such a subject as economics is a relatively new subject in the institute, so its teaching is accompanied by some problems.





All the problems associated with teaching economics at institute can be divided into five groups.

The first group includes problems related to the program of teaching economics as an academic discipline. Firstly, there is no single concept of institute economic education, economics teachers work on various programs to give students at least minimal knowledge [10]. In addition, a big problem is the shortcomings of institute textbooks, which provide too abstract knowledge about the economy, which is difficult for students to relate to the reality of the Uzbek economy.

The second group includes methodological problems. To date, there is no answer to the question of how exactly economics should be taught at institute. One of the main problems of teaching economics for a teacher is the motivation of students to study this subject. The teaching of economics is built on the principle of a spiral: at each stage we return to the studied issues, expanding and deepening them, and also adding new problems [10]. Therefore, the main task of the teacher will be the ability to correctly return to the material that was already partially agreed upon, not to be repeated, but to reveal to the student the entire depth of the subject, the ability to pose new questions, etc. Thus, the success of training largely depends on the teaching methods. The degree of complexity of the economic concepts presented is most often influenced by methodological factors, such as a certain relationship between the issues chosen for study, the material used, the speed and quality of presentation [3].

The third group of problems is the problem of perception of the subject of economics by students of different ages. The problem of studying economics lies in the fact that the student perceives science not in a structured way, but in separate sections, the relationship of which is not clear to him. In this connection, it turns out that knowledge in the field of economics does not help the student to perceive the surrounding reality [9]. To solve this problem, it is advisable to teach economics in parallel with practical exercises that help create the necessary motivation. For example, you can use business and economic games.

The fourth group is material and personnel problems [8]. The problem of training teachers of economics is by far the most urgent. Most often, economics at institute is taught by teachers of related sciences - social science, geography or history, which does not give students sufficient knowledge about the subject.

Economic knowledge in human life is very significant today, and the teaching of economics has been and will be in demand, no matter what problems this process faces.

Economics is today the basis of knowledge about society [7]: about the advantages and disadvantages of economic systems, about the difficult choice between equality and





efficiency, about the electoral process, about the activities of firms and the organization of industry markets, about the family economy and consumer behavior, about national and global economy and so on.

An economically illiterate person in modern society is doomed to a more difficult life path and his decisions in many areas of public life will often turn out to be erroneous, which makes it necessary for students to develop economic thinking, economic culture and minimum economic competencies [6].

The subject of economics in institute education today has changed dramatically. If earlier it was about studying only some aspects of the economy in the course of social science, today we can talk about expanding the range of economic knowledge that is given at the level of secondary education. 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 [5].

Modern economic education involves not only the development of knowledge about the economy as a science, but also the study of the economic activities of people, but also familiarity with the methods of cognitive, communicative and practical activities in a market economy, necessary to participate in the economic life of society and the state.

That is, modern students today are trying to teach not fundamental science, but the application of the knowledge gained to solve typical cognitive and practical economic problems that occur in real life and the development of the social role of a consumer, employee, owner. Modern education in the field of economics is focused on real life. Thus, conducting classes in economics at institute will allow students to master economic theory and the economic concepts corresponding to it, instill in them the skills of competent economic behavior, master the system of norms characteristic of various economic systems. The student, after graduating from institute, will have an idea about economics, the most important terms and concepts, scientists who have influenced the current state of the economy.

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