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## THE ROLE OF MATHEMATICS IN TEACHING ELEMENTARY STUDENTS BASIC ECONOMIC CONCEPTS

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### ABSTRACT

*In this article, we focus on informing young school-age children about some of the economic terms found in math textbooks. In this regard, in the next school year in the primary grades will be introduced "National curricula" that will not overload children on the basis of advanced foreign experience, instead of state educational standards. In addition to imparting mathematical knowledge to elementary school students in mathematics lessons, the teacher is also tasked with developing the necessary skills and abilities to solve problems related to the practical application of this knowledge in people's daily lives.*

**KEYWORDS:** *Economy, Sum, Shop, Buyer, Purchase, Money, Budget, Income, Economic Education, Economic Literacy, Trade Culture, Debt, Profit.*

### INTRODUCTION

Since the independence of the Republic of Uzbekistan, great changes have taken place in the economic sphere, as well as in all spheres of our life. Before independence, the economy of our country was based on command, but after independence, it lived on the basis of laws and regulations based on market relations.

We all know that in a market economy, all members of society need to be economically literate. Economic literacy cannot be achieved in a day, a month, or even a year. The only way to solve this problem is to start economic education at school or even in kindergarten.

“In order to radically improve the quality of education, first of all, curricula, textbooks for teachers and professors should be developed in accordance with the requirements of the President of the Republic of Uzbekistan ShavkatMirziyoyev. It is necessary to create meaningful and comprehensible textbooks for children in order to develop their analytical and creative thinking skills. In this regard, in the next school year in the primary grades will be introduced "National curricula" that will not overload children on the basis of advanced foreign experience, instead of state educational standards. In this regard, the relevant ministries will soon instruct their educational institutions to create a new generation of textbooks on specialties.

The petition states that this update will be implemented in primary education from the 2021-2022 academic years.

These are issues that can be addressed in economics or environmental education if we focus on the practice exercises in all math classes in primary education. In this article, we will focus on the implementation of economic education, based on the content of the issues in the process of solving problems in order to integrate educational and pedagogical tasks in teaching.

Resolution of the President of the Republic of Uzbekistan Sh. Mirziyoyev dated May 7, 2020 No PK-4708 "On measures to improve the quality of education and development of research in the field of mathematics". Improving the quality of teaching in mathematics and the development of scientific research in this field and the implementation of scientific developments in practice has been identified as one of the priorities. It is clear that in the process of teaching mathematics, one of the most important tasks is to provide students with the knowledge and skills to apply the results of research in practice, as well as to form their economic literacy.

Even in ancient times, people faced the problem of how to raise and spend money. Only economically literate people can solve this problem wisely. This begs the question of what economic literacy is all about.

In general, economic literacy means a conscious understanding of basic economic concepts and making wise decisions from the concepts in order to improve people's living conditions. More specifically, economic literacy is a set of knowledge, skills, and abilities that lead people to improve their well-being. Making short-term decisions based on the extent and scope of the use of basic economic concepts in society, and making long-term economic laws based on the potential of natural and human resources.

Accumulating one's money honestly and using it wisely is one of the main economic problems facing everyone. We all know that not all young family heads today are able to solve this problem in a positive way. According to Methodist economists O.V.Krivos and A.N.Kolomeychuk, students' economic literacy can be formed not only in the social sciences, but also in all subjects studied during school. The role of mathematics, in particular, is enormous.

All the processes that take place in nature (physical, chemical, biological, physiological, mechanical, even social, pedagogical and psychological, in general, all social) take place on the

basis of certain mathematical laws. Many of these processes are now being studied by scientists, who have invented their mathematical expression, the mathematical formula.

They ask: Why do some people still need these mathematical formulas today? These formulas are not used in our daily practical life, are they? We will be able to observe all the processes that led to the mathematical formula.

In a short period of time, our country has become one of the most developed countries in terms of economic potential and is one of the leading countries in many areas. But in order to maintain this potential and leadership, our state needs talented, educated young people who have a good understanding of economic affairs.

Economic problems cannot be solved without mathematical calculations. It is impossible to run a business and entrepreneurship successfully. It is obvious that in order to increase the economic literacy of the population, life itself requires the development of the concept of literacy under the motto "all economic literacy".

Over the past three years, the government has done a lot to improve the financial literacy of the population. These include the opening of training centers and courses focused on specific specialties, the reorganization of faculties for retraining and advanced training of new types of personnel, the teaching of financial sciences in secondary and special, secondary education and etc.

In our view, it is time to create an organizational pedagogical model for the study of financial literacy for students in grades in secondary schools. The first step in creating this model should be to consider what financial concepts should be given to preschool children based on their mathematical knowledge in a preschool organization, and how these concepts can be imparted through didactic games supplemented with mathematical concepts. It will be necessary to determine which of the financial concepts should be taught to each group in kindergarten.

The meaning of the economic term studied in each of the 4 groups in kindergarten (small, medium, large, middle and preschool) is more related to the daily practical lives of children, as well as to the teaching will be appropriate.

The set of economic terms that should be taught to students in primary education should also be defined. It is a logical continuation of the economic terms that most children learn in kindergarten, and these terms need to be continued from simple to complex in content. In addition to imparting mathematical knowledge to elementary school students in mathematics lessons, the teacher is also tasked with developing the necessary skills and abilities to solve problems related to the practical application of this knowledge in people's daily lives. Many entrepreneurs today face difficulties and even crises in their business because they are well aware of the economic laws of a market-based society. To be a good entrepreneur, you must first know the basics of economics and economics, that is, the laws of economics. Students need to be taught this from the school desk. If there are fewer articles in newspapers, magazines, and popular literature devoted to a particular education, devoted to raising the economic literacy of the population, all of them are intended only for students in grades 5-11.

We believe that economic education should start in kindergarten and primary education. In this methodological article, we will try to focus on small school-age students, some economic concepts in mathematics lessons, and issues that determine their place in people's practical lives.

### **Problem 17 (4th grade math textbook)**

39 buckets of water have been prepared to irrigate the crops. After 4 buckets of water were prepared for each hole, 3 more buckets of water were added. How many furrows are irrigated?

The given problem can be solved in both ways.

The structure of the problem shows that it is a complex problem, consisting of two simple problems. When solving a problem arithmetically, a complex problem is solved by dividing the given problem into 2 simple problems and solving each of them separately.

All elementary school math classes focus on solving simple and complex problems arithmetically, so that students have enough knowledge, we solve the problem algebraically, taking into account the availability of skills and abilities, and pay attention to its economic education.

The issue's end has the recaptured Doomsday in the control of the KGB. Let's define the number of these unknown slots as  $x$ . From the content of the issue, it is clear that this is the solution:

$$4x+3=39$$

It is the root of the equation.

We find the solution of the problem by developing the equation:

$$4x+3=39; \quad 4x=39-3; \quad 4x=36; \quad x=36:4; \quad x=9$$

We check the correctness of the solution by placing the value of the unknown  $x$  in an unknown position in the constructed equation to make sure that the equation is a numerical equation. Indeed:

$$4*9+3=39; \quad 36+3=39; \quad 39=39$$

So the solution to the equation is 9, and 39 buckets of water are put in 9 buckets of 4 buckets, and 3 buckets of water are left over. By solving the problem, the main didactic goal of the lesson was to strengthen the students' mathematical knowledge of problem-solving equations and to form the skills and abilities to solve equations in a certain sense.

It is well known that the main purpose of solving any mathematical problem is to provide students with educational tasks in addition to education. Once we have a solution to a problem based on the content of the problem, we can give students an understanding of both environmental and economic knowledge at the same time. Based on the purpose of the article, it is possible to inculcate in students the importance of both economic and environmental linkages.

The key issue is to explain the role of water in human life, its importance in the flora and fauna of nature, the limited availability of clean water, and the need to use it wisely, without wasting it. The teacher can focus the economic part of the problem on economic education in the process of completing various tasks (creating problems based on tables, diagrams, numerical expressions and equations) given in the Primary Mathematics textbooks.

In this regard, let's look at the following assignment from the 4th grade math textbook:

**437. Create a problem using the table and check the solution.**

Price	Quantity	Cost
250 sum	6kg	270 sum
?	3kg	

Exercise. In the shop, Sharofat bought 6 kg of candy for 2,500 sums per kg and Noila bought 3 kg of biscuits for a few sums each. If they both paid 27,000 soums to the shopkeeper, how much did Noila pay for 1kg of biscuits?

We solve the exercise algebraically, that is, by constructing an equation. If we denote the quantity sought by  $x$ , then the quantity sought in the problem is as follows

$15000+3x=27000$  is found by processing the equation.

$$3x=27000-15000$$

$$3x=12000$$

$$x=12000:3$$

$$x=4000$$

We check the solution of the equation.

$$15000+3*4000=27000$$

$$15000+12000=27000$$

$$27000=27000$$

The equation is solved correctly.

Once the problem is still solved, the teacher can directly inform the students about some of the economic concepts (money, sum, customer, shop, shopping) given in the problem.

An elementary school teacher has a great opportunity to implement financial education through the interaction of disciplines, as primary education teaches only the basic subjects. In addition, information on all types of parenting can be provided at all extracurricular activities.

In short, the more educated each family member is, the richer the family will be. And our state will be stronger.

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