

# IMMIGRATION OF ECONOMIC AND AESTHETIC EDUCATIONAL COMPETENCES TO STUDENTS

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**Abstract:**

In the article, regardless of the subject taught by the teacher in which class, based on the content of the studied material and its characteristics, he should inculcate the elements of economic education and aesthetic education into the students, and provide information about the necessary skills and habits. provided.

**Keywords:**

Economic education, thrift, market economy, attitude, aesthetic education, beauty, elegance.

Economic education is also a necessary condition for the well-rounded formation of a person. Economic education of young people has been and remains one of the main problems of pedagogy. It is important to form economic thinking among young people in the conditions of the transition to the market economy and in the further development. In this field, our government is showing concern and our pedagogues are conducting research. Economic education forms thriftiness, business acumen, and the ability to make economic calculations in students. The content of economic education was regularly enriched and scientifically substantiated by Eastern thinkers. In this regard, Al-Khorazmi emphasizes that the science of mathematics plays a key role in human life. In his opinion, a person should know accounting and be thorough in his work. Then he can determine the results of his work (and those of others) through measurements.

A. N. Farobiy writes in his book "On Achieving Happiness": "A person should know how to spend his money properly. Being greedy in spending money leads to greed. Unplanned use of money leads to poverty."

From this point of view, it is necessary to understand that a person, with his knowledge, forms social life saving skills and rationally organizes his life.

Forms of providing students with economic education

Students are taught economic education first of all in the course of the lesson. Based on the content of the studied material and its characteristics, regardless of which class the teacher teaches, he inculcates the elements of economic education, education, and provides information about the necessary skills and habits. For example, in literature, history, and geography lessons, when describing the content of a writer's work, it is instilled in the minds of students through artistic images that the product or wealth is created due to the labor of the producers, to value their work, to respect the working people, and to value each person's own work. .

Based on the teaching of the geography course, it is explained that natural resources, their types, and their contribution to the development of the state are necessary for everyone,

without which human life cannot be prosperous. The student first learns to appreciate his own work, and then the work of others, based on the comparison and comparison of the knowledge gained from these subjects. On this basis, students acquire economic knowledge, skills and habits.

Educational activities outside the classroom and school have an effective effect on the economic education of students. For example, the participants of the "Skillful hands" circle learn skills related to the preparation of various items, clothes, toys under the guidance of a master teacher, that is, they learn to produce a product. they learn If these products are not produced, people will have to buy them from the market. So, the manufactured goods satisfy the needs of people in this field, that is, provide them. So, these products form the basis for the creation of funds, that is, money. Money, in turn, encourages students to think economically and draw correct conclusions about it. Or by introducing students to the production process in a plant, factory, or enterprise outside the school, it improves their imagination, knowledge, and information in these fields. No matter what field it is, he understands that it is connected with the daily life of the state and people. Students increase their economic knowledge in the process of learning, seeing and observing the economic opportunities of this field and, in turn, the needs of people in this field. All these are of social importance in the economic education of students. There are sources of economic education of students such as mass media, theater, cinema, organization of trips, exhibitions, without which it is difficult to solve the issue of economic culture, thinking, consciousness of citizens and their preparation for social life.

Education of thrift in the family. Money also educates. This should not be ignored. Disregarding the circulation of money often leads to a two-pronged problem. The habit of selfishness and unwillingness to know the economic difficulties of the family is cultivated. Secondly, money can cultivate greed and desire to save money. It is necessary to acquaint the child with the family's economic affairs from an early age. The child should know the family's finances, know the "approximate estimate" of the family's life for one month and one day. He should know the price of basic food such as bread, butter, milk, meat, fish, vegetables, etc. As the child matures, he should be introduced to the value of things (clothes, shoes, television, etc.). If a parent is working overtime, the child should understand that his mother and father are working so that everyone in the family can live well. He should understand this logic: Everyone should contribute to the improvement of family life. The earlier the child starts helping you, the better.

#### Aesthetic education

Goals and tasks of aesthetic education. Every parent has a pedagogical instinct. Each of them uses a different way to raise their children. In this regard, aesthetic education is one of the most effective ways. Aesthetic education is important both in the family, in the neighborhood, and among acquaintances. For this reason, showing the people of the nation and the people's attention as role models is an important ideological basis for increasing the effectiveness of education.

One of the main concepts of aesthetic education is the category of beauty. Explaining its meaning to students will also greatly help to ensure the viability of this education.

Therefore, we found it appropriate to make the following approaches to revealing the essence of the concept of beauty:

- beauty is the beauty of a person's heart;
- beauty is the warmth of a person's desire;
- beauty is the fact that a person has a beautiful character;
- beauty is a beautiful tree, its leaves are morals, its roots are the inner world, and its fruits are virtues. So, the beauty of a human child consists of humanity, which includes the best behavior and the best qualities of a person, in addition to the beauty bestowed by nature (Mirzakalon Ismaili).

Therefore, aesthetic education is education of sophistication, education of humanity, and education of beauty, which is of absolute importance. For this reason, educating students and youth in an aesthetic spirit is a very complex, multifaceted dynamic process, with the help of which it is possible to obtain optimal options for carrying out the process of well-rounded personality education.

"Aesthetic education" - teaching students to perceive and correctly understand beauty in reality, in art, in nature, in social and labor relations of people, in life, to develop their artistic taste, love for beauty is to cultivate the ability to awaken and bring beauty into one's life.

"Esthetic education - formation of all kinds of appearances, situations, events and artistic-aesthetic thinking that arouse pleasure in a person and encourage him to action, courage and heroism."

"Aesthetic development is a long-term process consisting of the emergence and improvement of aesthetic consciousness, attitudes and aesthetic activity of a person. This process has different levels determined by social factors. It depends on the individual's acquisition of the aesthetic culture of the society, and is carried out using various ways and forms.

It provides understanding of the aesthetic culture of the society in various spiritual and material forms."

The content of aesthetic education of students is mainly:

- existence of interest and need for aesthetics;
- aesthetic knowledge;
- formation of aesthetic skills and qualifications;
- perfection of aesthetic feeling;
- the presence of skills, emotions and abilities to enjoy one's work and evaluate the result;
- consists of a set of human qualities, such as the desire for beauty and the ability to cultivate tastes.

The main goal of aesthetic education is to educate students to feel beauty spiritually, to form a high aesthetic taste and love for works of art, to arouse respect for history and architectural monuments, to be in conscious harmony with our beloved nature. It consists in educating human qualities, such as raising the imagination of people, creating skills and abilities to appreciate the wealth of nature and society.

Based on the main goal of aesthetic education, it can be noted that with its help, it is necessary to educate the young generation as a socially active person enjoying the best examples of the artistic culture of our country and the world.

Aesthetic education is aimed at improving the artistic and creative abilities of the young generation.

The tasks of aesthetic education are to implement its main goal. Efforts to reform education in our independent republic should also be taken into account.

It is better to carry out aesthetic education in higher educational institutions in the following directions, and one of these directions consists of tasks in solving the main goal of aesthetic education:

- to determine the need for aesthetic education among students. In this, their spiritual sense of beauty; presence of aesthetic consciousness and taste, aesthetic reasoning and interests; taiba-young people like to improve their aesthetic taste; having respect for national and spiritual values; it is determined that the spouse has a sense of respect for the country, parents and friends, and so on;

Aesthetic need refers to a set of specific aspects that urge a person to study and learn the world around us aesthetically, to a certain type or direction of his artistic activity.

- to determine the aesthetic inclination of students. These are determined by the presence of positive qualities such as aesthetic excitement, aesthetic judgment, aesthetic attitude, artistic and aesthetic taste, aesthetic interest, aesthetic feeling, aesthetic perception and aesthetic assessment in students.

- to determine the formation of aesthetic consciousness. It is important to pay attention to the formation of thoughts, ideas, visions, theories and teachings as a result of artistic education and training, which are formed in the process of direct communication of aesthetic education with respect to social reality, nature, and art. The basis of aesthetic consciousness is aesthetic perception, which appears when a person meets beauty and is characterized by its orientation to a specific goal. With the formation of aesthetic consciousness, it is possible to educate students and young people to correctly understand the essence of couples such as beauty and ugliness, generosity and stinginess, cheerfulness and rudeness, happiness and sadness, joy and sadness, salvation and disaster. Through this, a correct conscious attitude towards the environment and an understanding of beauty are formed in students and young people;

- formation of knowledge, skills and competences in the minds of students and young people about the essence of aesthetic education categories. This includes aesthetic culture, cultural heritage in the minds of students and young people. knowledge about the essence of such categories as aesthetic culture of a person, aesthetic consciousness, aesthetic perception, aesthetic debate, aesthetic ideal, aesthetic interest, aesthetic knowledge, aesthetic inclination, aesthetic taste, aesthetic feeling, aesthetic judgment, aesthetic need, aesthetic relations, aesthetic activity, achieved through the instillation of skills and competences;

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- formation of the spiritual image of the scientific worldview. In this, it is necessary to pay attention to getting to know life, understanding sophistication, strengthening the whole image of a person, that is, his feelings and aesthetic will;
  - organization of aesthetic education based on national and spiritual values. It is necessary to pay more attention to the spiritual heritage of the Uzbek people from the past. In particular, the materials related to aesthetics in the life and work of encyclopedic scholars, scholars of hadith, poets, writers, historians, statesmen, and national heroes create ample opportunities to carry out aesthetic education in a reasonable manner;
  - preparing students for aesthetic activities. It should not be forgotten that aesthetic activity is characterized by the presence of positive abilities such as knowledge, skills and abilities. At the same time, it is appropriate to consider this process as a collective process. The reason for this is that this type of teaching involves teachers in active aesthetic and artistic activities during the implementation of group tasks, and develops aesthetic and artistic perception in them.
  - development of aesthetic and artistic-creative skills. In this, the possession of the rich national and spiritual heritage of the Uzbek people in the past, in particular, artistic wealth and art, is an important didactic basis, and the teacher requires the development of general and individual artistic and creative abilities in each child, emotional requires pedagogical activities taking into account the ability to be present and increase spatial thinking.

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