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EARLY STUDENTS IN MATHEMATICS FORMATION OF FUNDAMENTALS OF ECONOMIC KNOWLEDGE

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Abstract:
This article is designed to make it easier for primary school teachers to deliver economic knowledge to students in a simple, fluent manner, and to make it more effective to increase students 'economic literacy.

Keywords: Bank, balance sheet, exchange, exchange rate, import, tax, capital, credit, labor exchange, money, competition, trade, commodity exchange, joint stock company, pensioners.

One of the guiding principles of teaching mathematics to young schoolchildren is the principle of integral harmony of education and upbringing, the acquisition of knowledge and the development of students' cognitive abilities. Despite the fact that all subjects in primary school have great educational potential, some teachers clearly ignore the educational possibilities of the elementary course of mathematics and focus on reading, science, music, fine arts. and others think their lessons are wrong. At the same time, the authors-developers of the existing existing programs in mathematics and relevant textbooks for primary school point out that modern educational tasks have been taken into account in their design. These tasks, of course, include the need to form the foundations of economic knowledge in young school students.

Due to the changes that have taken place in all economic relations of our society, the elementary course of mathematics requires a serious renewal, both in terms of content and knowledge, which is the basis for further education and upbringing. Acquiring economic knowledge helps to broaden a person's worldview, solve problems of children's social and moral development, and helps them understand how the program material relates to life.

Today, there is a tendency to teach the basics of economics in the upper and middle grades of school, and there is also a need to introduce this process to the primary grades. For example, the developmental education system involves the introduction of the subject of "Economics" at an early stage. While the process of acquiring economic knowledge in childhood is still at the stage of research, the formation of rational forms and methods, it is extremely clear that children of primary school age can absorb many economic realities.

Teaching children basic economic concepts, rules, and laws allows them to solve at least two basic problems of school education. First, the gap is filled and eliminated, which means that in the primary school, only the natural sciences, the natural sciences, are taught, leaving aside the humanities, social sciences and civil sciences. Second, elementary school prepares a young person for life from an early age through economic knowledge. Third, an integral element of economic education is to form a respectful attitude towards the people around them and the results of their labor activities at an early age.

School children need to know that the spiritual and material values that surround them are created by the tremendous labor of many millions of people, which requires respect and care for what is created.

Economic data obtained at the primary school age provide a better understanding of the characteristics of labor in industry, agriculture, trade, and so on. The synthesis of the study of economics and mathematics is determined by the logic of the learning process. At the same time, economic issues are perceived by students primarily as mathematical issues, which stimulates interest in learning both economics and mathematics. Moreover, this synthesis incorporates the basic skills of economically literate behavior in real-life situations and, above all, the ability to handle money wisely. It is no coincidence that the authors of mathematics textbooks in the school system include issues of an economic nature in almost every section.

Arithmetic problems play a big role in the acquisition of economic knowledge, in which we talk about productivity, production, working conditions and wages, product cost, economical material (fuel, raw materials) and so on.

Below are the issues related to the topic. Here are the texts of these issues

Issue 1. It is possible to make 25 school notebooks from 1 kg of waste paper. How many notebooks can be made from 1 quintal of waste paper? What about 1 ton of waste paper?

Issue 2. With economical cutting, we saved 12 cm of fabric for each coat and 13 cm of fabric for each suit. How much fabric saves when cutting 96 coats and 96 suits. If 2 m of fabric is used for one coat, how many children's coats can be made from the stored fabric?

Despite the clear economic content of such tasks, the economic aspect of the situations described in the tasks is often left out of the discussion. Additional work will be required after its resolution to strengthen it. In the process of this work, for example, a conversation can be held about austerity and austerity; In solving the first of the tasks, it may be appropriate to talk about the advantages of collecting paper and scrap metal, caring for trees. You can suggest creating and solving additional problems related to similar social life.

Allows you to analyze the content of elementary math textbooks and the tasks that are included in most of the economic content included in them.

Issue 3. We bought 6 boxes of oranges from 10 kg each. for kindergarten. How many kilograms of oranges were brought to the kindergarten?

The economic nature of such issues is often overlooked, and work on them is limited to the conscious choice of arithmetic operations and the accuracy of the calculations performed.

In preparation for the lesson, the teacher should "see" these tasks, paying attention to their plot in order to conduct short, purposeful conversations of economic content in the lesson.

B.A. According to Reisberg, "the basics of economics for children can only be effectively taught through seminars, games and problem solving. Mathematics can be of great help in this new initiative. problem books have long been a transition to economics. Unfortunately, it is purely formal in many respects by artificially filling existing tasks with words from the arsenal of economic terminology. "

In turn, G.G. Shmireva and N.E. According to Furtat, the relevance of economic issues in modern conditions is clear. At every step, children are confronted with terms like credit, barter, rent, business, and so on. For elementary school students, the content side of economic concepts can be opened up through mathematical assignments. In addition, learning tasks with economic knowledge is one of the possible options for a variety of arduous and very tedious tasks to improve computational skills.

Working on a dictionary of economic terms can be done in the process of performing the following tasks:

1. What is the name of the money that an entrepreneur borrows from a bank? a) debt, b) credit

Answer: A loan is a payment for a certain period of time for a certain fee. Most loans are obtained from banks.

2. All people and businesses that receive income must pay a portion of the funds to the state. What are these payments called?

a) the tax; b) contribution.

3. By substituting the correct numbers for the "cells", the children find the numbers that correspond to these numbers on the clock and read the answer.

11 = 8 + □ ^ 3

15 = □ + 7

12 = 6 + □

13 = 6 + □

Using historical data to shape the foundations of economic education, the interviews asked, "Why, how, and when did money appear?" It helps to discuss questions such as.

When working on the problems of economic education, it is necessary to take into account the age characteristics of children of primary school age and their level of knowledge. The real economy is forced to work with large numbers beyond the capabilities of computing and even the perception of young children. In the context of rising prices and economic policy, not only at the state and enterprise level, but also individual, family-driven monetary indicators began to be measured in multi-digit numbers. It is important to understand that most children who have just crossed the threshold of primary school.

In this regard, B.A. In Reisberg's "Mathematical Problems in Economic Context for Elementary School," he uses conditional currencies in problem texts: rudols, rubles, coins, drachmas, dinars, which allow him to perform tasks.

Here is an example of an assignment in the manual that illustrates the typical state of this money exchange:

Task. In a particular kingdom, coins of one and three rubles are used in a particular country. Gordey has to buy a toy for ten rubles. But his coins are only three rubles, and the seller has only one ruble coins. How to pay for the purchase? Would the bill be easier if Gordey exchanged a three-ruble coin with a seller for three one-ruble coins?

Decision. Initially, Gordey found that two or even three coins of three rubles each would not be enough to pay for a toy, because 2 x 3 = 6 rubles and 3 x 3 = 9 rubles. Four coins - 4 x 3 = 12 rubles, which is higher than the price of the toy. This means that Gordey pays 4 coins of 3 rubles each and receives 12 - 10 = 2 coins, or exchanges one coin of three rubles for three coins of one ruble each. Then, since 3 + 3 + 3 + 1 = 10 soms, he pays with three coins of three soms and one coin of one som.

Problem 3. If Masha goes to school by bus, it takes 10 minutes less than walking. Travel by bus costs 5 rubles. How much does a minute of Masha's time cost? And if he goes to school by bus during the week, what does he lose when he travels by bus?

The task is designed to help the student understand that time has a monetary value, i.e. to learn the "time is money" formula. It is known that if you have to pay 5 rubles to save 10 minutes of time, and 1 ruble is equal to 100 coins, then one minute costs 500: 10 = 50 coins.

The second question is logical and semantic in nature. Masha, who prefers to walk the bus, avoids the risk of delays due to walking in the fresh air, improving her health, not pushing the bus, and the bus not coming. On the other hand, going to school on a weekly bus costs Masha 5 x 6 = 30 rubles. (There are 6 training days a week)

When work is done not only on a glossary of economic terms, but also on tasks that reveal the connections between the concepts being studied, the nature of the tasks changes.

For example, in class IV, the problem of the salary fund can be considered.

- In today's lesson we will be an accountant in a large enterprise. Let's calculate Islamjan's salary. Islamjan says if his salary in September is 900,000 soms and calculate his 20-day salary in September. Do you know what a salary is?

(Salary is the amount of money people have to get for their work.)

- Now we have to make calculations and build a payroll. The teacher draws a table on the board.

- You need to know how much money an employee will receive in 20 days. If he had worked 25 days, he would have received the full salary, but he worked less. Maybe he was sick or took a day off (without a day off). 1) (9000: 25) 20 = 360 20 = 7200 (som).

Retirement money will be deducted from all bank employees. If 260 employees in a bank have 100,000 soms out of 100 and the amount withheld from the rest is 72,000 soms, how much money will be kept in the bank?

Solution: 100 * 100000 = 10000000

160 * 72000 = 11520000

The formation of the economic thinking of small school students is facilitated not only by tasks in which students learn elementary calculations and evaluate the benefits of a purchase (transaction), but also by tasks that convince students that they need to save money. family budget, school budget, etc. Here are some examples of tasks:

Task 1. The front door of the multi-story house became unusable due to children's entertainment. The parents of these children had to buy a new door, for which they paid 800,000 soums and another 100,000 soums to install it. If 9 families participated in the installation of the new door, how much did the parents pay in total and how much did each family pay?

Assignment 2. 70 trees were planted in the school alley, but soon 10 trees were cut down. How many trees are left in the alley? If you paid 1,800 soums to buy each tree and 4,000 soums to plant it, how did the school suffer?

3 assignments. The minimum monthly food package is 300,000 soums. If a pensioner receives 1,000,000 soums, 400,000 soums for clothes and 200,000 soums for shoes, how much is the increase?

Given the age characteristics of younger students, economically meaningful tasks may be offered in the form of demonstrations.

It is well known that showmanship and humor are often effective teaching methods. They enliven the lesson, develop students' memory, and allow them to talk about serious things with a smile.

Children's response to fun tasks is, as a rule, very bright and quick. Analyzing the content of Gregory Oster's problem book, we selected a number of issues, the content of which allows us to have conversations on economic topics.

Task 1. Students of a school make sure that water does not flow in vain from the taps, so half of the students of this school come to class with unwashed hands. The second half comes not only with unwashed hands, but also with unwashed faces. If 290 boys and 46 girls come to class every day without washing their faces, how many students are there in this school?

Before solving this problem, you can chat:

- What is this task about (careful treatment of water, cleanliness);
- What qualities of some students are ridiculed in the assignment? (negligence, carelessness);
-Why and how to save water?
- What kind of people do you like to deal with: clean and smart or dirty?
- How do you take care of yourself? Is it necessary to save water in this way?

The content of the following two humorous assignments provides additional opportunities for study conversations.

Task 2. Vovochka bought for 70 cents. sold one local chewing gum to a table neighbor Natashka for 1 ruble in a geography class. Natasha sold this chewing gum to her best friend Lucy for 1 ruble 50 cents. Lucy split the gum she bought in half, chewed half, and sold the other half to Mashenka for 2 rubles. Mashenka chewed gum, then wrapped it in a handkerchief and sold it to Vovochka for 3 rubles. Happy Little Johnny chews gum until the end of the lesson. How did each of the girls involved in the sale benefit, and how much did Little Johnny spend on his chewing gum?

Task 3. Sasha Chernov sat down to do her homework and sat at the table for 2 hours. For 20 minutes he took his nose and thought about ice cream. I searched the eraser in my drawer to erase an unwanted picture from a geography textbook I had drawn 40 minutes 10 minutes earlier. The rest of the time, Sasha combined French verbs. If it takes 25 minutes to complete each verb, how many verbs did Sasha combine? .

Hence, the presence of economic-grade assignments in mathematics lessons in the primary grades serves to acquire primary economic literacy and is of a practical nature. The life experience of small school students is sufficient to understand elementary economic concepts and laws.

The peculiarity of economic education is that it cannot be separated into any special educational process. The process is long and continuous, with results delayed over time, but the inclusion of cost-effective learning assignments and textual problems in the learning process allows you to learn some basic economic concepts and form the foundations of economic thinking. the initial stage of teaching mathematics.

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