



A CREATIVE APPROACH TO FINANCIAL LITERACY IN PRIMARY SCHOOL STUDENTS

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Article history:	Abstract:
Received: 28 th February 2022 Accepted: 26 th March 2022 Published: 6 th May 2022	This article discusses creative approach and different methods of developing financial literacy in younger students, and also combines creativity with innovative methods to describe productivity and interest in the problem under study.
Keywords: Education, Primary School, Creative, Financial Literacy	

The content of education is the knowledge (concepts, the establishment of causal, hierarchical relationships between phenomena and processes), skills (subject and meta-subject), competencies that students master in the course of educational activities.

The main feature of the content of the education of financial literacy classes is its practical orientation, therefore, the subject content is selected so that its development allows you to successfully and effectively solve practical life problems in the field of finance.

The working program of extracurricular educational activities was developed on the basis of an exemplary program of extracurricular activities in accordance with the requirements for the results of mastering primary general education, as well as the Financial Literacy program: Rasulova N.M., Mukhtorova A.A., E.A. Vigdorchik, I.V. Lipsits, Yu. N. Korlyugova, curriculum. Grades 2-4 org. - T.: ILM-FAN, 2014. The customer is the Ministry of Finance of Uzbekistan.

"Financial Literacy" is an applied course that implements the interests of students in grades 2-4 in the field of family economics. When compiling the program, the features of primary school age are taken into account. The program is designed for 1 hour per week, can be compiled for 16 hours or 34 hours a year for students in grades 2-4. The program is innovative, like the subject itself, so there are no grades, only basic knowledge, and those that will be useful to everyone in life.

Program goal:

- development of an economic way of thinking;
- education of responsibility and moral behavior in the field of economic relations in the family;
- the formation of experience in applying the acquired knowledge and skills to solve

elementary issues in the field of finance and family economics.

The main content lines of the course:

- money, their history, types, functions;
- family budget.

Mastering the content is based on interdisciplinary connections with mathematics courses, the world around. Educational materials and tasks are selected in accordance with the age characteristics of children and include tasks, practical tasks, games, mini-studies and projects. In the process of studying, the skills and abilities of working with texts, tables, diagrams, as well as the skills of searching, analyzing and presenting information and public speaking are formed.

The novelty of the program is that it increases the level of development of students' abilities in the field of finance, motivation for the educational process, expands the range of interests that are not included in the school curriculum.

In the course of educational activities, the teacher must:

1. Talk about the types of money, explain that there are cash and non-cash money (formation of the ability to make a non-cash payment by depositing banknotes into a payment terminal);
2. Explain where the money comes from in the family, i.e., what are the sources of money (the formation of the ability to reasonably justify the expediency of acquiring the desired benefit in the context of a limited family budget);
3. To teach children to negotiate with their parents about the purchase of the goods they want, while understanding the limited funds available to their parents;
4. Explain what family income is spent on and why families have either savings or debts (formation of the ability to understand that a family has mandatory



and urgent expenses, and there is desirable, but not mandatory);

5. To explain on a conceptual and arithmetic level the impossibility for a family to spend more money than it receives income and has savings (to develop the ability to notice opportunities in family life to reduce costs and increase savings).

Primary school students cannot have a bank card, and parents in most families are not ready to give him even pocket money, then during classes with primary school students, the most common questions are considered that allow introducing a child into the world of money.

The methods of teaching and organizing classes on "Financial Literacy" are characterized by the use of a variety of methods aimed at supporting the students' own activity in the learning process; applied nature of learning - the creation of learning situations based on real practice, and the application of the acquired knowledge in practice; the use of a variety of activities in the classroom: learning in collaboration, teamwork, independent work outside of school, obtaining knowledge from various sources (libraries, the Internet, family experience, family projects).

When studying the course, the predominance of active and interactive teaching methods based on a creative approach is assumed. For example:

❖ "Mosaic"

This method can be used when answering questions or solving problems. The class is divided into groups. In each group, the number of people corresponds to the number of tasks. Group members are randomly assigned (for example, on each table there are cards with numbers numbered down) assigned numbers corresponding to the number of the task. The students are seated in such a way that there are players with the same numbers at the same table, who together solve the problem (problems) corresponding to their numbers. Everyone returns to their teams and each "expert" presents their task to the rest of the team. Players from each team are called to the board to solve problems in which they were not experts.

❖ "One - two - together"

Test tasks with an open answer, tasks related to the explanation of the meaning (for example, proverbs) can also be performed in groups as follows. At the first stage, each member of the group writes their own answer, then the students come together in twos and, based on individual answers, make up a common one, trying not to lose the ideas of each. At the next step, a group of two or three pairs is created and a common answer is worked out. This technique can be used to design a poster sketch if done by a

group. In this case, it is better to limit yourself to four participants.

❖ "Decision tree"

When performing tasks on classification, for example, goods and services, or decision making, for example, choosing a family vacation option, you can build a decision tree. It is usually built upside down.

❖ "Brainstorm"

In group projects, such as organizing a class party, it is effective to start with a brainstorming session. Depending on the number of participants, ideas can be put forward individually or as a group. The role of the facilitator, whose responsibility is to capture ideas, can be played by a teacher or a student. At the first stage, it is important to clearly articulate the problem to be solved. At the second stage, ideas are put forward, fixed, but not evaluated. The number of ideas is not limited. The third stage is devoted to the grouping of ideas that are similar in content, evaluation and selection.

❖ "Mini Study"

Since the goal of the course is to involve students in real life, the formation of an active life position and responsibility, research activity is probably the most effective teaching method. Any research involves defining a goal, collecting, processing and analyzing information, evaluating the results obtained. Naturally, students in grades 2-4 are at different stages of mastering this activity. Therefore, in the control measuring materials, different options for tasks are offered. A single source is used to conduct a mini-study, the results are presented in a simple form, for example, in the form of a table or a short text.

❖ "Case"

Educational cases that are used at school differ from university cases, which involve the development of a situation with subsequent step-by-step changes depending on the decisions made. Speaking of a training case, we will mean a real-life situation with questions developed for it. For younger children, the situation may be close to real, but simplified.

❖ "Auction"

Testing knowledge and ability to think logically successfully takes place in the form of an auction. This game motivates even not particularly successful students. The game is played according to the following rules:

- Each participant has 100 points at the beginning of the game (points, pounds, tugriks, etc.).
- The right to answer a question is purchased.
- The starting price for a simple question is 5 points, for a difficult question 10 points.
- The price may change in increments of 5 points.



• The final price is determined as a result of the auction.

• If the answer is correct, the price of the question is added to the points of the one who answered, if the answer is incorrect, it is subtracted.

The role of the auctioneer can be performed by both the teacher and the student. In addition to them, a commission of several people is needed (the number depends on the number of participants), which will check the accrual of points by the game participants themselves or maintain their own statements

Based on the Case method, you can conduct a creative game "Fair of old toys". Traditionally, the event brings together hundreds of children who are ready to give a second life to their toys. In Yekaterinburg, preparations have begun for the "Fair of Old Toys", where children sell and exchange cars, bears and dolls that they no longer play with. "Children will be able to stand behind a makeshift fair counter, determine the price and communicate with potential buyers. For citizens, this is a great opportunity to see thousands of funny toys from the Soviet period and the period of modern Russia," the organizers say. It is worth noting that experts in the field of economics will give children a lesson in financial literacy, where they will tell you what money is, business, and how to communicate with potential buyers. Such lessons, according to the organizers, help to better understand money issues from childhood. Also, at the fair there will be an exhibition of unique author's toys. The authorship of most of the exhibits belongs to the Ural masters. They will introduce children to the technology of creating toys, as well as teach them how to play games that neither adults nor children can figure out. As the fair of past years showed, most often difficulties arise with children's board games. "Many in childhood dreamed of seeing how toys are made. At the fair, everyone will have such a chance. We plan to open a small workshop where you can try to make a toy yourself," the organizers say. Questions for reflection:

1. What benefits do you see in such an event? 2. What "pitfalls" can be encountered at the fair? 3. Would you like your child to participate in such a fair? If yes, then you can talk about it at the parent meeting and organize it in the classroom or at school. Of course, this will bring you additional troubles, but no more than organizing any holiday. In some schools, other fairs are held and the exchange of toys (books, CDs) can become an integral part of them.

Thus, mastering the course content is based on interdisciplinary connections with such subjects in elementary school as mathematics, the world around us, technology, and literature. When organizing

classes, it is important for a teacher and teacher of additional education for children to take into account changes in the social situation in the course of the development of children over the past decades:

• The increased level of children's awareness, the use of the media as an essential factor in the formation of the foundations of financial literacy, but at the same time the need to ensure the information and psychological security of children;

• Insufficient level of reading competence and the need to teach younger students to read purposefully, meaningfully, creatively approach the process of reading and comprehend what they read with the help of the texts of the educational materials of the course;

• Relevance for younger students of gaming activities, including joint gaming and learning activities with peers.

An important condition for the development of children's curiosity, the need for independent knowledge of the world around them, cognitive activity and initiative in studying the course "Financial Literacy" is the creation of a developing educational environment that stimulates active forms of cognition, including: observation, experiments, discussion of opinions and assumptions, educational dialog.

The conditions for the development of reflection should be created for the younger student - the ability to realize and evaluate their thoughts and actions, correlate the result of the activity with the goal, determine their knowledge and ignorance. The ability to reflect is the most important quality that determines the social role of the child as a student and his focus on self-development.

Training materials are prepared in accordance with age characteristics of younger students and include tasks, practical tasks, games, educational mini-research and projects.

In the process of studying the course for students of elementary grades such abilities and skills are formed as: work with texts, tables and diagrams; search, collection, processing and analysis of information; public performance; project work and work in small groups.

An effective means of forming the foundations of financial literacy projects are interdisciplinary projects, for example: "What goods and services are there", "What types of money exist", "What do I know about a bank card", "What is a family budget", "What types of family income are there", "What is money spent on in the family", "How much money does the family spend on food", "How much money does the family need to pay" and others.



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