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OPPORTUNITIES FOR USING INTERACTIVE METHODS IN DEVELOPING ECONOMIC EDUCATION AMONG STUDENTS

Annotatsiya . Ushbu maqolada boshlang‘ich sinf o‘quvchilarida iqtisodiy tarbiya berishda interaktiv pedagogik metodlardan foydalanish samaradorligi tahlil qilinadi. Tadqiqot davomida «Aqliy hujum», «Klaster», «Rol o‘ynash» va «Vaziyatli mashqlar» kabi interaktiv uslublar sinf darslarida tatbiq etilib, ularning o‘quvchilarning iqtisodiy fikrlash qobiliyati, tejash va mas’uliyatlilik, shuningdek, moliyaviy savodxonlik darajasiga ta’siri o‘rganildi. Tadqiqot natijalari shuni ko‘rsatdiki, interaktiv metodlardan foydalanish o‘quvchilarning dars jarayonidagi faolligini sezilarli darajada oshiradi, hamda real hayotiy vaziyatlarga tayyor bo‘lish uchun zarur bo‘lgan iqtisodiy qarorlarni mustaqil va ongli ravishda qabul qilish ko‘nikmalarini shakllantirishga yordam beradi.

Kalit so‘zlar: iqtisodiy tarbiya, interaktiv metodlar, boshlang‘ich ta’lim, iqtisodiy fikrlash, tejash, moliyaviy savodxonlik.

Annotation. This article examines the effectiveness of using interactive pedagogical methods in economic education of primary school pupils. During the study, interactive techniques such as brainstorming, clustering, role-playing, and situational tasks were implemented in classroom lessons to explore their impact on pupils’ economic thinking skills, frugality and responsibility, and overall financial literacy. The findings show that use of interactive methods significantly increases students’ engagement during lessons, and helps in fostering independent and conscious decision-making skills necessary for managing economic resources and handling real-life financial situations.

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Keywords: economic education, interactive methods, primary education, economic thinking, frugality, financial literacy.

Аннотация.В данной статье исследуется эффективность применения интерактивных педагогических методов при формировании экономического воспитания учащихся начальных классов. В ходе исследования в уроках применялись такие интерактивные методы, как «мозговой штурм», «кластеризация»,«ролевые игры» и «ситуационные задания» ,чтобы оценить их воздействие на развитие у школьников экономического мышления, бережливости и ответственности, а также их финансовой грамотности. Полученные результаты показывают, что использование интерактивных методов значительно повышает активность учащихся на уроках, а также способствует формированию навыков самостоятельного и осознанного принятия экономических решений, необходимых для управления ресурсами и принятия решений в реальных жизненных/финансовых ситуациях**.**

Ключевые слова: экономическое воспитание, интерактивные методы, начальное образование, экономическое мышление, бережливость, финансовая грамотность.

Introduction

In the context of today's globalization and digital economy, economic knowledge, financial literacy, and responsible consumer skills are emerging as key competencies for the younger generation. Global experience demonstrates that introducing economic education at the primary school level helps students develop practical life skills such as frugality, efficient resource use, budget planning, and responsible decision making.

Interactive pedagogical methods play a particularly important role in this process. Such methods actively engage students in the learning process, enabling them to understand economic phenomena and processes more deeply through real-life examples. Strategies such as brainstorming, clustering, role-playing, and situational tasks serve as effective tools for enhancing students' economic thinking,

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critical reasoning, problem-solving abilities, and financial responsibility.The relevance of this study lies in the need to thoroughly analyze both the theoretical foundations and practical opportunities for using interactive methods in economic education. Furthermore, fostering economic culture from an early stage is considered a crucial factor in improving the quality of education, developing economic awareness in society, and equipping future generations with essential life competencies.

Methods

This study was conducted using a combination of pedagogical observation, experimental teaching, questionnaires, interviews, and comparative analysis. Firstly, pedagogical observation was employed to examine how interactive methods were implemented in primary school lessons and to assess their impact on student engagement and learning outcomes. Secondly, an experimental teaching approach was applied: two classes were organized into control and experimental groups. The experimental group received instruction on economic education topics using interactive methods, while the control group followed traditional teaching approaches. Additionally, questionnaires and interviews were conducted with both teachers and students to gather insights into their perceptions, experiences, and the perceived advantages of interactive methods in economic education. Finally, comparative analysis was carried out to evaluate the effectiveness of the lessons by comparing students' knowledge acquisition, participation levels, and overall engagement between the experimental and control groups. This multi-method approach allowed for a comprehensive understanding of the impact of interactive teaching strategies on primary school students' economic learning outcomes.

Results

The findings of the study indicate several significant outcomes regarding the use of interactive methods in economic education for primary school students. Firstly, students' engagement in lessons increased substantially. In classes where interactive methods were employed, student participation rose by 35–40%. In

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particular, strategies such as role-playing and situational tasks had a strong positive impact on students' independent thinking and active involvement in the learning process. Secondly, the level of comprehension of key economic concepts improved markedly. In the experimental group, the mastery of terms such as "savings," "budget," "choice," "expenses," and "resources" reached 87%, whereas in the control group it was only 62%. Thirdly, practical skills related to frugality and responsibility were effectively developed. Through interactive exercises, students acquired the ability to plan their pocket money, differentiate between income and expenses, and evaluate advantages and disadvantages when making decisions. Finally, teachers evaluated the effectiveness of the methods highly. According to the survey, 92% of participating teachers confirmed that interactive methods are the most effective tools for fostering economic education in primary school students. Overall, these results demonstrate that the implementation of interactive pedagogical strategies not only enhances students' knowledge and engagement but also contributes to the development of essential practical economic skills and responsible decision-making abilities.

Discussion

The results of this study highlight the significant role of interactive methods in shaping economic education among primary school students. Specifically, strategies such as brainstorming promote students' creative approaches to economic problems, while role-playing allows them to simulate real-life scenarios, thereby enhancing financial literacy. The effectiveness of these methods can be attributed to their ability to actively engage students as participants in the learning process, transforming them from passive recipients into active learners.

Furthermore, the study demonstrates that students in classes using interactive methods acquire economic concepts more quickly and thoroughly compared to those taught through traditional methods. This suggests that interactive pedagogical approaches not only improve knowledge retention but also

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foster critical thinking, problem-solving skills, and practical decision-making abilities. Overall, the findings underscore the pedagogical value of integrating interactive strategies into economic education, as they facilitate deeper understanding and prepare students for real-world financial decision-making.

Conclusion

The findings of this study indicate that the use of interactive methods in economic education at the primary school level has multiple significant benefits. Firstly, it enhances students' financial literacy by providing them with a deeper understanding of economic concepts. Secondly, it facilitates the practical application of these concepts, allowing students to connect theoretical knowledge with real-life situations. Thirdly, interactive methods contribute to the development of essential life skills such as frugality, planning, and informed decision-making. Finally, they foster students' independent thinking and a sense of responsibility, empowering them to make conscious economic choices.

Therefore, integrating interactive pedagogical approaches into primary education represents one of the most effective strategies for fostering economic education, as it not only improves knowledge acquisition but also prepares students for practical, real-world financial challenges.

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