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## Formation Economic Knowledge of Students

**Key words:** *education, economy, engineering approaches, economic knowledge.*

**Annotation:** *the problem of use of innovations in modern education becomes more and more actual as to society are necessary qualified, formed, structurally creatively conceiving specialists, in particular in the sphere of economy. This article describes engineering approaches to the formation of the bases of economic knowledge at learners on the example of using the method of “case study” one of the active and innovative methods. The author opened features of this method aimed at cooperation and business partnership, importance of a choice of a problem situation of the economic contents, search of the put-forward offers is emphasized. In the article the stages of learning economic knowledge, characterized the tasks and content of each stage, defined pedagogical principles, which should be based in the development of problem situations economic and their representation by the pupil. They particularly stressed the need to reflect changes in the socio-economic development of society, and therefore a constant update of economic knowledge.*

In the modern school education in Uzbekistan today pays great attention to the use of international experience and innovative technologies. In particular, a special place in the integration of learners in society is economic education on the basis of new methods and techniques. One of such methods is the method of cases of problem situations.

Development of case studies and their implementation in the process of economic education is a rather complicated pedagogical activity of a creative character, which requires teachers of theoretical knowledge and skills. Making available to the learners of economic knowledge using case studies attracts attention of learners, increases their interest to assimilation of economic concepts. At the same time, professional interest of learners amplifies also (1).

Creation of educational situations requires certain conditions. Cases should be based on the principles of naturalness (vitality), scientific, artistic taking into account their impact on the learning process. Special attention should be paid to the content of cases and at the same time, they should reflect certain feelings and emotions. The main task of application of cases consists in stimulation of interest of learners to the studied subject connected with economic information (3).

Developing educational situations, the teacher has to have opportunity freely to state the thoughts and at the same time to express the critical point of view to performed work. Critical approach to the maintenance of a case is important for formation of critical evaluation at learners, especially at future specialists who have to be guided well in features of the economy of Uzbekistan, the maintenance of economic education, requirements of training programs.

In the final part of the case study, the author who has created this situation (teacher), uses evidence, analyses the peculiarities of information. S it must have an objective and healthy point of view on the economy of immersion in the situation of its developer must set questions: whether studied problems are completely reflected in a situation, whether the overall picture of national economy is presented, whether this situation is clear to learners.

Development of a method of the case study is based on certain principles:

1. Individual approach to each learner in the process of economic education.
2. Identification of requirements of every learner in assimilation of economic knowledge and selection of appropriate sources.
3. Preliminary collection of data about the basic knowledge of learners on the economy before the beginning of learning the basics of Economics.
4. Receiving a complete idea of independent opportunities of learners in receiving economic education.
5. Sufficient providing with visual aids of the educational process directed on receiving by learners of economic knowledge.
6. Block giving of a material on small volumes, communication of basic provisions.
7. Assimilation of economic knowledge in the process of cooperation between the teacher and learners, free communication between them.
8. Formation at learners' skills of business, development of economic knowledge and abilities to work with information.
9. Paying attention to each learner in the process of economic educational situations, involvement of learners to work on important aspects of a problem situation.

In the process of work with case studies, there are a number of problematic literacy trainees and the use of special pedagogical approaches. Approaches include the following:

- definition of the forms and methods of teaching economic knowledge through a case method;
- realization of intersubject communications in the course of training, involvement of pupils to searches of solutions of solutions of social problems through effective assimilation of the various data used in situations;
- selection and development of the various receptions providing efficiency of economic education in the conditions of a situational methods;

Increase of level of pedagogical skill of teachers of economy in the direction of mastering by them a method of cases.

Economic education of learners with application the case method includes some stages. Let's characterize them.

1. Creation of cases, which have difficult pedagogical structure. At projecting of a problem situation, it is necessary to provide communication of actions of the subjects participating in a case, and possible emergence of contradictions on certain positions.
2. Creation of the program card of a case in the form of theses. Theses should be issued in the form of the text in which expanded information on prospects of development of economy and their justification would be reflected. This information and justification of need of the solution of tasks make essence of a problem. Cases of economic character can be organized in such directions:

-development and power, leading to the development depending on it is under construction discussion: for example, the persons promoting progress – their achievements and shortcomings;

-it is offered to learners problem (in the field of economy) task, a situation- or in a traditional form, or the problem components. For example, concrete firm, manufacturing enterprise it is necessary to define external factors of impact on their activity.

For drawing up the cases, it is possible to use factors of structure of the social sphere in Uzbekistan, for example, features of functioning of the various organizations, institutions, firms. The specified structures can become a basis of theses of the program card of cases.

Collecting and synthesis of necessary information sufficient for creation of theses on each of the planned sections (2).

Creation of situational model of development of economic knowledge in which activity of the public system presented in the form of cases has to find reflection.

In the process of preparation of materials for cases, it is necessary to provide consideration of problem situations of two types:

-typological situations which are the most characteristic for modern Uzbekistan society;

-deviant (deviating the accepted course) situations which conflict to typological system, and nevertheless characterize an economic condition of society in a certain degree. Studying of deviant problems helps to create an objective picture of a condition of the Uzbekistan society at learners have an opportunity to comprehend essence of inconsistent tendencies in economic development society.

Choice of “genre” of the cases directed on development of economic knowledge. At this stage, the teacher defines types of problem situations, proceeding from the training purpose.

Drawing up text (scenario) of a case. It is the most responsible and quite difficult process. It is required to select, creatively to process and as appropriate to state information. Thus it is necessary to take into account for what learners of class information are intended and to correlate it to a studied subject (1).

Diagnostics of reliability and efficiency of economic knowledge presented in a case. At this stage, the teacher carries out experimental works of educational and methodical character, and by such way determines level of efficiency of cases.

Preparation of the basic, the last option of a case during which the maintenance of the training material represented by the learner is generalized and specified.

Introduction in practice of the system of economic training with the issue of cases. Experience and statement of essence of a method case extends among members of methodical association (4).

In order to ensure the quality of mastering educational material, the teacher should fully implement all of the above stages, following their consistency and continuity. However, if the teacher considers it expedient to change an order of stages and at it is for this basis, such change is quite possible. It is important that all learners of a class understood sense of a method and took part in a case. The teacher from correctly organized and well prepared a case method has to have professional satisfaction.

At creation of cases and ensuring their efficiency it is necessary to rely on certain pedagogical principles, which consist in the following:

-methods applied in practice of teaching sometimes contain contradictions as they in the majority are directed on assimilation of knowledge. The accelerated social and economic development of the Uzbekistan society involves need of updating of economic knowledge, skills. In this situation, applied methods of training have to correspond to new nature of economic knowledge completely;

-in contents and the volume of economic education there are some restrictions on representation of economic knowledge and the lag connected with it from current trends. Therefore, it is necessary to supplement constantly training programs with new data on socioeconomic development. In turn, teachers need also to be armed with modern knowledge of economy constantly;

-at creation of cases, it is necessary to respond to all changes happening in economic life of society actively.

If the content of problem situations causes interest of learners , success of training with application a case method can be guaranteed to economic knowledge;

-important condition of achievement of results in economic education is creative approach of the teacher to creation of cases.

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