

**METHODS OF IMMERSING ECONOMIC KNOWLEDGE IN THE
PEDAGOGICAL PROCESS**

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KALIT SO'ZLAR:

*Case stage, didactic tool,
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development.*

ANNOTATSIYA:

*This article reveals the didactic basis for
using the case study method in presenting
economic knowledge and its function in the
development of students' cognitive activity.
Recommendations for the use of cases in the
development of economic knowledge, types of
cases and their content are also shown.*

Raising a well-rounded, spiritually mature, thoughtful, and highly educated generation for society is a matter of state policy. Because in a context of developing market economy relations, every person must have the skills to understand and analyze the economic reality surrounding them, as well as to actively participate in economic relations. These knowledge and skills are mainly provided in general secondary schools.

In the formation of new economic concepts in the minds of students, general secondary schools are the main link in the introduction of a person to economic relations. Living in a society based on market economy relations requires every person, especially students, to have economic knowledge. As a result of mastering economic knowledge, students develop thrift, hard work, initiative, business acumen, resourcefulness, and accounting skills. Developing students' cognitive activity through the use of didactic games remains an urgent task.

In the process of instilling new economic knowledge in students, cases enhance the student's creative activity, improve voluntary attention, and memory. In the process of completing a case, students perform many actions and exercises without realizing it. The case study method plays an important role in the intellectual development of students. In the

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process of completing cases, students develop a number of intellectual skills. In particular, analyzing situations, comparing events, explaining and interpreting situations that have arisen, and imagining them.

The use of new technologies in the process of economic education is of particular importance in ensuring its effectiveness. One of such technologies is successfully developed cases. Such cases must meet a number of requirements. They are:

- be presented in an interesting way, be simple and understandable, and be connected to real reality;
- be distinguished by its “dramatic” and problematic nature;
- be able to demonstrate both positive and negative situations;
- be able to clearly identify the center of the problem;
- be in line with the needs of the group of students;
- contain the necessary and appropriate amount of information, etc. Some experts are putting forward the idea of setting additional requirements for the development of cases.

These requirements include:

- reflect specific economic problems existing in the country;
- clarity of problem solving by the members of the study group and their partners;
- be related to current economic problems in the region where students live;
- reflect specific economic laws and regulations;
- help students understand the need to solve problems by posing them;
- reflect the history of this problem, etc.

Experts have proposed a number of solutions to social problems. They emphasize that if a student learns or gets acquainted with the experience of the specialists who compose the case, he will be able to immediately write an answer to the presented cases. Here, students can simply make mistakes. In specific situations where answers to cases are written, there is only one rule: only through specific situations can one learn to write specific situations. Before starting to write a case, students should familiarize themselves with the general requirements in detail. For example:

1. Specific situations should be directed to students. These cases should be directed to students who are users of this product. Cases structured at the level of demand lead students from evidence to problems. These problems are required to be solved. Thus, the evidence presented in the case should be understandable to students. First of all, students should be familiar with the evidence presented.

2. The facts and events described in the cases should be meaningful to the readers who study them. This requires a detailed elaboration of the case in accordance with its content. At the same time, it is necessary to determine the nature of the cases. The selection of evidence and the manner of its presentation should be able to attract readers during the

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process of reading the cases. In this case, the reader's interest increases as they move from page to page.

3. It is impossible to teach students a specific phenomenon in just one case. Only through a specially designed series of cases can students be presented with new knowledge about economics. First of all, through cases, students gain experience in analyzing specific phenomena. Therefore, cases are of particular importance in ensuring the effectiveness of economic education. At the same time, through cases, students are formed the ability to feel responsible for the decisions they make. Importantly, cases motivate students to action.

4. It should be remembered that the use of cases in the process of economic education is not a method of teaching students to answer questions correctly, nor are they educational tasks and exercises. The main reason why science teachers try to use cases is to create the opportunity to accurately calculate something. Of course, it is impossible to give assignments to solve cases in the process of business games. However, teachers often try to ensure student achievement through cases.

5. In order for cases to be cases in the true sense of the word, the evidence presented must be highly credible. In accordance with the method of creating concrete situations, students must take the position of participants in concrete reality. Such concrete situations should not be simply invented, but should acquire a life-like character. Otherwise, students will quickly realize the falsity of the situations and lose interest in the process.

The maximum degree of accuracy of cases is due to the need for students to learn specific economic actions. They need to know exactly when, where, and with whom they will act. Most students know what to do. However, most of them do what they know. This is reflected in the sharp difference in the process of obtaining results. Knowledge about actions is knowledge that develops students' skills and abilities.

Cases are distinguished by a high level of development of the facts and events expressed in them. Therefore, the methodology of cases should combine action verbs in their structure. In this process, the statement of thoughts should reflect time. Well-structured cases require taking into account the questions of students. They should not be given the opportunity to enter into an argument during the discussion of certain facts. For this, it is necessary to fill in the tables and drawings in the case with the necessary numbers. All this should be edited by the teacher in order to reduce the information pressure of students. In this process, students find it difficult to accept direct editorial comments. If this is necessary, it is necessary to embed them in the speech of one of the characters of the text. In such situations, the comments are displayed at the level of evidence, and students easily understand the actions of the characters.

When placing information in cases, new knowledge with independent content should be presented in an explanatory form. In this case, the information necessary for a detailed analysis of situations should be provided. At the same time, there is a problem of the

amount of evidence. In this process, the teacher developing the case faces the problem of what to leave and what to exclude.

Methodological recommendations provide instructions on the use of cases. In this case, the teacher is required to refrain from repeating specific situations. He must fully describe the required context, sound, external environment. Artificiality is the main obstacle to the organization of specific situations. In cases, it is extremely important to maintain a balance between the problem being studied and the evidence.

Specific situations should represent a major contradiction in their essence. It is precisely this contradiction that ensures the formation of different points of view in students. The different points of view formed in students lead to the manifestation of different attitudes towards certain conflicts in them. It is useful to ask students questions before writing cases. For example, you can ask students why you are describing a particular situation. By answering this question, students will understand that it is not necessary to describe specific information and will focus their attention on important facts and evidence. First of all, students need to understand what problem is reflected in the case and what aspects of it they should pay attention to. This is where the connection between the problem and the educational material is manifested. As is known, each problem studied in the process of economic education is interesting for students. Combining them in different ways allows us to solve problems belonging to a specific group. For this, the problems posed should not be superficial.

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