Basic Concepts of Economy, Economics and Mathematics

Alijon Asimov
Associate Professor, Fergana State University
Yulchiyeva Shahlokhon Obidjon qizi
I stage master, Fergana State University

Annotation: The role of the economy in today's developing world is invaluable. The role of mathematics in the conduct and management of economic processes to strengthen Uzbekistan's place in the world economy has been highlighted.

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Mathematics is one of the most interesting sciences in the world. In economics, mathematics plays a leading role. One of the main purposes of this article is to describe the role of science in the field of economics. In some economic relations, failures occur as a result of operating without accurate calculations. This requires choosing the mathematically correct direction in solving problems in the field of economics. It is safe to say that using the right and convenient way to solve economic problems will make life easier for people and society.

By the beginning of the 21st century, new trends have emerged in the world economy that are not typical of previous periods of human development. The meaning and nature of economics have changed dramatically. The economic situation in the world market has become more complicated, the nature of economic relations between the countries has changed radically. In this situation, the issue of introducing mechanisms to ensure the continuous improvement of the economy of our country, carefully defining the tasks related to a sustainable economy is of great importance.

A market is an economic relationship between sellers and buyers that arises from the exchange of goods for money. The object of the market is a variety of goods, which include consumer goods, means of production, material resources, labor, land, water, construction, money capital, securities and services. The more developed the production, the more and more diverse the market objects. Today, developed countries spend almost $ 25 million on market exchanges. Different goods and services. The subjects of the market are buyers and sellers. Sellers - a firm, enterprise or individual manufacturer that offers goods and services in the market, consists of the labor force, land - water, machinery - equipment, building - building owner, money capital and securities, currency holders, who z sell or rent goods.

The market economy is based on economic liberalism, ie freedom of property and economic freedom. In a market economy, there are ways to lease land, property, buildings on a corporate, partnership basis, relying on their own property and funds. The market price is formed on the basis of the supply-demand ratio based on demand. There are two ways to enter a market economy:

1) Revolutionary - suddenly
2) Evolution - slowly

Uzbekistan has now chosen the second path of the economy. It's a gradual process.

It can be said that the development of any society, the well-being and level of life of its members largely depends on their economic thinking. After all, their ability to manage the economy wisely and austerity determine the efficiency of economic activity. The formation and increase of economic literacy of the members of the society stems from the need to meet their ever-increasing needs. A person who has mastered economic knowledge more and more deeply, who can think based on this knowledge, will always be more productive in his work and entrepreneurship. The contribution of such people to the development of society and the nation is always high. Economics, in turn, is inextricably linked to mathematics. It's hard to imagine economics without mathematics. All problems in the field of economics, in turn, are solved by mathematical calculations. Therefore, it is safe to say that the fact that every young generation today has a thorough knowledge of mathematics and arithmetic will serve as a strong foundation for the development of our country. Deeply aware of this issue, President Shavkat Mirziyoyev Miromonovich also signed a resolution "On measures to improve the quality of education in mathematics and the development of scientific research."

Mathematics and its teaching in our country has been identified as one of the priorities for the development of science in 2020. Over the past period, a number of systematic measures have been taken to bring mathematics science and education to a new level of quality. The necessary conditions have been created for the invitation of national mathematicians working in advanced scientific centers and for international research. A system of incentives has been introduced for the work of our young people who have won international science Olympiads and their coaches. In order to ensure the mutual integration of higher education and research, the V.I. A new and modern building of the Institute of Mathematics named after Romanovsky was built. Funding for fundamental research in mathematics has been increased by one and a half times, and supercomputers, modern machinery and equipment have been purchased from the state budget.

The arrival of young scientists from a number of countries for research, the introduction of modern technology, the opening of a number of schools specializing in mathematics, the deepening of the teaching system, the re-publication of school textbooks were also new steps in the development of mathematics. We will As a result of the growing interest in mathematics, we can see pictures of growth in the education of the younger generation as well. This, in turn, is one of the major steps taken in the future for the further development of our economy and its place among the developed countries in the coming years. In turn, it is difficult to imagine economics without mathematics, and mathematics without economics. The use of modern pedagogical technologies in teaching mathematics, especially to primary school students, explaining them with examples from the life of society, teaching the subject in connection with economics, also serves as a basis for preparing students from an early age for economic savings and family life. In this process, the teacher's readiness and level of knowledge are also important.

When we say methodical training of an elementary school teacher, we mean his / her readiness to integrate with the general psychological, pedagogical and mathematical training in the methodology of teaching mathematics on the basis of a scientific worldview. The task of such preparation is to acquire certain knowledge and skills in mathematics in the field of primary education and to educate students through teaching. Methodological training is an integral part of the training of primary school teachers and cannot be considered in isolation

from their educational activities.

Market relations play an important role in the development of any country. The market is the economy. Economics is an account. And math is math. The combination of economics and mathematics is the key to development.

The issue is a natural expression of various situations and events encountered in human daily life. In the process of solving the problem, along with the education of students, important principles such as the development of their abilities, education are formed.

Definition. *A problem that can be solved based on logical conclusions, mathematical operations, mathematical laws and methods is called a mathematical problem.* Problem solving is one of the most effective exercises in the general system of teaching mathematics. Problem-solving the formation of perfect mathematical concepts in children is of paramount importance in their acquisition of the theoretical knowledge imparted in the program. Problems are concrete materials that help children acquire new knowledge and consolidate existing knowledge. Problems are a concrete material in the formation of knowledge, which allows you to combine theory with practice, teaching with life. At present, methodological methods and tools for conducting the process of mathematical education by solving problems or examples have been developed and described in much scientific methodological and didactic literature. Introducing a mathematical concept using a problem or example and explaining its essence to students is a complex pedagogical process. Therefore, every school teacher needs to be very careful in choosing or creating an issue to be used in the classroom. The problem-solving process itself has a very positive effect on the mental development of students, as it requires the analysis and synthesis, concretization and abstraction, comparison, generalization of mental operations. Teaching children to solve problems means learning to identify the relationship between given and sought numbers and to perform arithmetic operations based on them. The knowledge that students need to acquire in problem-solving learning is to master the relationship between the numbers given and the numbers sought. It depends on the children's ability to solve problems and how well they master these connections. It is well known that in mathematics, the acquisition and consolidation of a theoretical material is often done by solving problems. Therefore, it is important to organize the problem-solving process properly. The problem solving plan consists of 4 stages.

Phase I. Understanding the issue

Phase II. Creating a plan

Phase III. Implement a problem-solving plan

Phase IV. Check.

Emphasizing the important role of problem-solving in the process of mastering one or another theoretical material studied in primary school, the program says: that is, the content of each new concept is always associated with the solution of this or that problem, which helps to explain the importance of this concept, which requires its application. " Appropriate simple problems are used to explain the content of arithmetic operations, the connections between operations, the connections between the components of the operation and the results, the connections between different quantities (problems that require a single operation to solve are simple problems). Simple problems are one of the most important tools for introducing students to mathematical relationships. It is also used in the study of fractions, a number of geometric concepts, and elements of algebra from simple problems. Simple problems serve as a basis for students to build the knowledge, skills, and competencies needed to solve complex problems. Problems that require multiple interrelated actions to solve are called complex problems. Complex issues, such as simple ones, also serve to master knowledge, consolidate

and improve the acquired knowledge. Simple and complex issues are a useful tool for planning children's thinking skills and usually include "hidden information". This requires information retrieval, independent reference to analysis and synthesis from the problem solver, comparison of facts, generalization, and so on. Teaching these methods of cognition is one of the important goals of teaching mathematics.

Elementary students will be able to master simple problems, distinguish between known and unknown as soon as they begin to distinguish between condition and outcome, acquire basic problem-solving skills, and then develop content in the classroom. Issues will begin to be included. Preparing to solve complex problems begins with solving simple problems. Students should be given an assignment to ask a question based on the context of the problem. The ability to correctly determine how a question can be answered using the information provided in the next step plays an important role. Given that this skill is not the same and quickly formed in all students, it is necessary to carry out work in this area, using the material, simple problems of the students as much as possible.

The steps to solve a complex problem are based on the following plan:

1) Mastering the content of the issue by students
2) Problem analysis and planning (division of a complex problem into simple problems and planning)
3) Problem solving (selection of operations, their implementation, recording the progress of the solution and calculations);
4) Check the solution of the problem.

Once students have mastered the skills of analyzing the condition of simple problems and choosing actions on that basis, they can move on to solving more complex problems. Analysis and synthesis, on the one hand, are cognitive processes, and all types of mental activity are ultimately brought to them. In this sense, they are the objects of study of psychology. The main results of this research are based on the principles and methods of teaching developed in didactics.

Expressing problems in simple ways increases children's interest in science. Solving some of the problems in the economic category develops analytical thinking in children. The role of solving problems of economic nature in primary school mathematics, improving the quality of students' mastery of mathematics and preparing them for practical activities was identified. Helps students understand life, prepare them to understand the problems they may face in the future, analyze them correctly, and find alternative solutions.

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