

## INTERDISCIPLINARY RELATIONSHIP IN IMPROVING FAMILY ECONOMY COMPETENCES

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### ABSTRACT

The main directions and priority principles of improving the competences related to the family economy in the process of pedagogical education of students are highlighted in the article.

**Keywords:** family economy, competence, family income, interdisciplinarity, need, family budget, homestead, auxiliary economy, consumer needs, food, clothing, property, household and communal services, daily expenses.

According to age characteristics, students studying in higher education institutions are considered to have their own family or are about to start a family. Therefore, they need to have competencies related to the family economy and its effective management. Based on the market production, there is a strong competition, and the type and scope of socio-economic needs are increasing, this demand is gaining special relevance. It is necessary that the general educational process, including pedagogical education, organized in HEIs should be able to help students to develop knowledge, skills and competencies related to the family economy, its effective management, ensuring mutual balance between family income and activities, creating additional sources of income.

In the process of pedagogical education, the process of pedagogical activity organized consistently, continuously and systematically on the basis of a specific goal is considered as the duration of improving the competences related to family economics in students during the period including the bachelor's or master's period. The main subjects in organizing the process are pedagogues of pedagogical disciplines. Their knowledge of not only pedagogical, but also the basics of economic knowledge, theoretical and practical experience of effective organization of the family economy allows to achieve the expected result. In addition, interaction of pedagogical subjects with pedagogues of a number of subjects - "Basics of economic knowledge", "Technology", "Applied art", law and mathematics is important for the effective progress of the envisaged process. Also, in improving students' competencies related to family economy, teachers of pedagogical disciplines work on themselves, have experience of acquiring economic knowledge independently, and have analytical skills, which guarantees that the planned process will take place in a certain consistency and be effective.

In the process of pedagogical education, improvement of students' competences related to family economy was carried out in three directions:

**The first direction** - organization of training in the educational system so that a person can acquire economic knowledge, skills, qualifications and experience;

**The second direction** is to decide on the integration between the process of education and spiritual-educational work in order to enrich the economic knowledge, skills, qualifications and experience acquired by the individual in the course of training;

**The third direction** is to diagnose and evaluate the level of availability (or development) of competencies related to family economy among students.

In this process, it is necessary to create the necessary conditions for improving the competences of students related to family economy, innovative form, method, provided based on the selection of tools and technologies.

At the same time, it should be noted that in the process of pedagogic education, improvement of students' competences related to family economy is a unique process. The peculiarity of this process is that it is organized on the basis of interaction and connection of pedagogical education with a number of disciplines, in particular, "Basics of economic knowledge", "Applied art", "Technology", law, mathematics. Therefore, the available opportunities of the mentioned subjects help to improve the competences of the students regarding the family economy.

In the organization of pedagogical education, as well as the improvement of students' competences related to family economics, as with different subjects, it is based on the interrelationship and connection between teaching and educational processes. "Undoubtedly, the educational effect of education is conditional, it is primarily directed to the subject as a whole person who is influenced by existing factors or turns away from them. Education affects the level of emotional development of a person, depending on whether it is appropriate or not. Education first of all has its own importance for the consciousness of the subject, and in the second place, it serves to educate and develop him as a person" [1].

In the process of pedagogical education, it is necessary to study the possibilities of the series of subjects taught at the Higher Education Institution in improving the competences related to the family economy. Therefore, attention was paid to the analysis of the possibilities of relevant subjects taught in HEIs operating in the field of pedagogy.

A series of subjects related to the following specializations are taught at the higher education institution, which operates mainly in the field of pedagogy: "Pedagogy", "History of pedagogy", "Pedagogical skill", "Pedagogical technology", "Pedagogical conflictology". Among them, on the basis of the disciplines "Pedagogy" and "History of Pedagogy", students are given concepts related to the organization of economic education within the framework of the following topics, and there is an opportunity to further enrich them in the course of seminar training and independent education:

1. Within the scope of the discipline "Pedagogy": "Formation of a scientific worldview and mental education of students" ("Economic education", "Labor education", "Civil society institutions and the foundations of family education" [2], "The content of types of education", "Family – as a subject of personality education" [3].

2. Within the "History of Pedagogy" science: "History of Pedagogy as a science. "Education and pedagogical ideas from the earliest times to the 7th century" (in particular, based on the work "Avesta"), "Education and school in Movarounnahr in the second half of the 14th century and the 16th century" (in particular, based on the pedagogical views of Unsurul-Maoliy Kaikovus), "The 14th century Development of pedagogical ideas in Movarounnahr in the second half and the 16th century" (in particular, based on the pedagogical views of Alisher Navoi), "Education, school and pedagogical ideas in Turkestan in the second half of the 19th century - the beginning of the 20th century" (in particular, based on the pedagogical views of Abdulla Avloni) [4].

Within the mentioned topics, although economic knowledge is covered on the basis of the general foundations of economic and family education, the work "Avesta" and the pedagogical views of scholars who lived in different periods, however, at the expense of the seminar classes, as well as the hours allocated for independent education, the students' family economy and its management there is an

opportunity to strengthen their knowledge. This requires the pedagogue to have a creative approach to the educational process, to think creatively.

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