



Developing Economic Knowledge In Primary School Students Through Crt And The Flagora Method

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ABSTRACT

This thesis examines the possibilities of using CRT (Culturally Responsive Teaching) and the “Flagora” method in developing economic knowledge among primary school students. The pedagogical significance of teaching economic concepts by connecting them with pupils’ everyday life, family experience, national values, and social environment is substantiated. In addition, the potential of the “Flagora” method for developing students’ economic thinking, thriftiness, entrepreneurship, and responsible decision-making skills through game-based activities, cooperation, economic choice, problem-solving tasks, and motivational mechanisms is revealed.

Keywords: Economic knowledge, economic education, facilitative approach, CRT, Flagora, primary education, thriftiness, economic thinking, entrepreneurship, economic literacy.

INTRODUCTION

Today, one of the important pedagogical tasks in primary education is to connect educational content closely with pupils’ real-life needs and to develop not only subject-specific knowledge but also economic knowledge and skills necessary for everyday life. A child’s early understanding of such economic concepts as money, products, needs, wants, thriftiness, savings, labor, family budget, buyer, and seller creates a foundation for becoming an economically conscious and responsible individual in the future.

Presenting economic knowledge to primary school students merely in the form of ready-made rules and definitions does not always provide sufficient educational effectiveness. In this process, it is essential to use methods based on pupils’ life experience, family economic relationships, local environment, national values, and active participation. From this perspective, the use of CRT and the “Flagora” method strengthens the practical and interactive nature of economic education.

Main Part

CRT — Culturally Responsive Teaching — is an educational approach that connects the learning process with the learner’s cultural environment, family experience, values, and everyday life situations. Within this approach, the student participates in the educational process as an active subject rather than as a passive recipient of information. The use of CRT in economic education is particularly effective because many economic concepts are directly related to children’s real-life experiences. In primary education, economic knowledge can be developed through CRT by using situations related to the family, neighborhood, market, labor, purchasing, thriftiness, and national economic values. For example, pupils may be asked questions such as: “How can a family reduce its weekly expenses?”, “If you go to the market with 100,000 soums, how would

you distinguish necessary purchases from unnecessary ones?”, or “What economic benefits can a family gain by avoiding food waste?” Such questions help learners connect economic concepts with real-life situations. When economic tasks are organized on the basis of CRT, pupils compare economic practices in their families, discuss national traditions related to thriftiness, and analyze purchasing and spending behaviors from daily life. As a result, economic knowledge becomes not an abstract concept for the child but knowledge directly connected with personal experience.

The educational process can be made even more active and engaging through the use of the author-adapted “Flagora” method. “Flagora” has a game-based character and encourages pupils to solve economic questions and problem situations, work collaboratively, and apply their knowledge in practice. When applying the “Flagora” method, the class is divided into small groups. Each group receives a white base or a flag-shaped working field. The teacher presents economic questions, situational problems, or practical assignments. For each correctly completed task, the group receives one part of the flag. The group that first completes the entire flag becomes the winner.

For example, the following tasks may be used: Distinguish needs and wants. Pupils classify items such as bread, water, a new phone, a notebook, a toy, and medicine into two groups.

Create a family budget. Based on a conditional income, pupils distribute funds for food, clothing, transport, education, savings, and recreation. The thrifty buyer. Pupils compare the prices of similar products and choose the most reasonable option.

Identify wastefulness. Pupils identify economic mistakes in situations involving unnecessary use of electricity, water, food, or time.

Create savings. Pupils calculate how much money should be saved and for how long in order to achieve a specific goal.

Through such activities, learners do not simply memorize economic terms but also use them in solving practical and problem-based situations. Although the “Flagora” method contains an element of competition, its primary purpose is not merely to determine a winner. Rather, it supports group cooperation, discussion, reasoning, choice-making, and responsibility for decisions.

The integration of CRT and the “Flagora” method is especially important. CRT connects economic content with the learner’s socio-cultural environment, while “Flagora” strengthens this knowledge through active practice. For example, in a lesson on “Thriftiness in the Family,” pupils may first discuss the ways thriftiness is practiced in their own families. At the next stage, through “Flagora,” they solve situations related to saving water, electricity, food, time, and money. In this way, the sequence of knowledge – discussion – activity – reflection is formed.

When these methods are implemented within a facilitative approach, the teacher does not act as a person who simply provides ready-made answers. Instead, the teacher functions as a facilitator who supports pupils in independent inquiry, decision-making, and drawing conclusions. The teacher asks guiding questions, creates problem situations, coordinates group activities, and organizes reflection.

The use of CRT and the “Flagora” method can contribute to the development of the following qualities and skills among primary school students:

Within this pedagogical process, not only the cognitive aspect of economic knowledge but also its axiological and practical dimensions are developed. The learner does not merely answer the question “What is thriftiness?” but also understands why saving is important and how thriftiness can be practiced in daily life.

Conclusion

The use of modern, interactive, and learner-centered methods in developing economic knowledge among primary school students increases the effectiveness of the educational process. While CRT makes it possible to connect economic knowledge with pupils’ family, cultural, and social experience, the “Flagora” method helps reinforce this knowledge through activity, games, cooperation, and problem-solving. The integrated use of these methods enables primary school students to move beyond simple acquisition of economic knowledge toward its practical application in real-life situations. As a result, a pedagogical environment is created that supports the development of such important competencies as thriftiness, economic thinking, creativity, entrepreneurship, cooperation, and responsible decision-making.

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