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Developing Students' Multicultural Competencies Through Extracurricular Economic Education

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ABSTRACT

This article focuses on the development of cross-cultural competencies through economic education for students in extracurricular activities in mathematics.

KEYWORDS

Extracurricular activities, economic education, general cultural competencies, case study, group work, pair work.

INTRODUCTION

Living in a society based on today's market economy requires people, especially young people, to have a broad knowledge of economics. Therefore, one of the urgent tasks of today's educators is to organize extracurricular activities in mathematics in order to equip them with economic knowledge from an early age, and to provide economic education to students through these activities.

Economic education is one of the components of intercultural competence, which develops in students the ability to think about thrift, diligence, initiative, entrepreneurship, economic calculations. At the same time, it teaches students to appreciate our historical, natural, material and spiritual heritage.

The content of economic education has been constantly enriched by Eastern thinkers. In particular, Al-Khwarizmi emphasizes the importance of mathematics in human life. According to him, one should know the science of arithmetic and be diligent in one's work. Then he can measure the results of his work (and those of others) through measurements.

Abu Nasr al-Farabi, in his book On Achieving Happiness, writes: "One should know how to spend one's money wisely. Spending money and being jealous lead to

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greed. The unplanned use of money leads to recklessness"[1]

From the above, it can be seen that economic education of students has always been one of the most pressing issues.

In math classes, we focus on developing students' applied mathematical skills through examples and exercises that illustrate the practical application of these concepts to the subject, mastering the basic concepts of mathematics. Through information on the application of mathematics in nature, production, and various areas of human life, we try to teach students to solve life problems mainly through extracurricular activities.

In particular, we provide students with economic education by teaching them to solve economic problems in extracurricular activities, in order to "revive" abstract information from mathematics in the organization of this process, to provide students with interesting information and assignments with their active participation. We have established. The following is a classification of a class activity with 5th graders called "Saving and Math in the Family".

Course Title: Saving and Mathematics in the Family

Course Objectives:

Learning Objective: To teach students to solve economic problems.

Educational purpose of the lesson: To teach students to be thrifty, business-minded, enterprising in everyday life and in the family through economic education.

Developmental Objective: To develop students' ability to think about economic calculations by solving problems.

Basic competencies:

National and cultural competencies: Explains the invaluable role of mathematics in the appreciation of national, spiritual, and cultural heritage, the rational use and conservation of natural and material resources.

Competences in science: To be able to apply the learned mathematical knowledge in the learning process and in everyday life.

Type of training: Strengthening the knowledge and skills learned

Teaching methods: Case study, brainstorming, group work, pair work.

Equipment used in the lesson: computer, projector, handouts.

Course:

I. Organizational part: Students' readiness for the club is checked, the attendance is listened to and the club's journal is continued.

II. Homework Review and Reinforcement: Homework is reviewed and discussed with students. Students will then be asked the following questions:

-Dear students, what do you mean by saving in the family?

- Is it good or bad for people to be frugal?

- How do we do mathematical calculations in the family?

The students' answers to the above questions will be listened to and discussed with the circle members.

-Dear students, today's new topic is "Saving in the family and math." Today we are

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going to discuss with you the benefits of saving money in our family and daily life by solving problems. Are you ready for today's lesson?

-"Yes, of course, Master!"

- Then we started today's training!

III. Description of the new topic:

The participants of the circle are divided into two groups. The following case assignments are then given through handouts to develop students 'ability to think about economic calculations by teaching them how to use our natural resources wisely. (See Table 1)

Table 1

Case assignments for group 1	***Case assignments for group 2***
Unnecessary burning in the apartment for 50 hours a month: a) one b) two c) three How much is the extra charge for an electric light bulb? (Assume that the cost of 1 kilowatt-hour of electricity is 295 soums)	According to economists, if the tap is not properly closed, it will leak 140 liters of water a day. If the cost of 1 cubic meter of cold water is 766 soms: a) How much water is wasted from this unadjusted faucet in a month (30 days)? b) How much should be paid for wasted water?

The above case assignments will be discussed and resolved by the team members. One student from each group then draws the completed case assignments on the board and explains the problem-solving process.

Students will then be asked the following questions:

-Dear students, 5 kg of candy was bought for 38 000 soums per kilogram.

How much does it cost in total [2] ?

-To do this, you need to pay 38 000 = 5 = 190 000 soums.

-Congratulations dear students! So, if we denote the total amount of money paid by C, the price of the commodity by p, and the quantity by n, the relationship between these quantities can be written by the following formula:

$$C = p \cdot n \ (1)$$

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(1) In a case based on a formula, who can tell the formula for finding the price of a commodity?

- To find the price of a commodity, the total amount paid must be divided by the quantity of the commodity

p = C: n (2)

- Dear students! (1) Who can derive the formula for finding the quantity of a commodity in the case based on a formula?

- To find the quantity of the goods, the total amount paid must be divided by the price of the goods:

n = C: p (3)

The answers given by the students are written by the teacher one by one on the board. The students are then asked to work in pairs:

Problem1: A total of 78 000 soums was paid for 13 kg of apples. Find the price of apples.

Solution: We replace the letters in the formula p = C: n with certain values given in the problem. As a result, we obtain the equation p = 78 000: 13. Solve it and find that p = 6 000 soums.

Answer. 6 000 soums.

Students are encouraged to write the terms and conditions of the problem as follows:

Given:	***Solution:***
n = 13 kg	p = C: n
C = 78 000	p = 78 000: 13
p =?	n = 6 000 soums

Answer. 6 000 soums.

IV. Consolidation of a new topic: Then the following problems are solved on the board together with students. The conditions for submitting the questions are shown on the slides:

Problem2: How many meters of wallpaper will the room need [3]?

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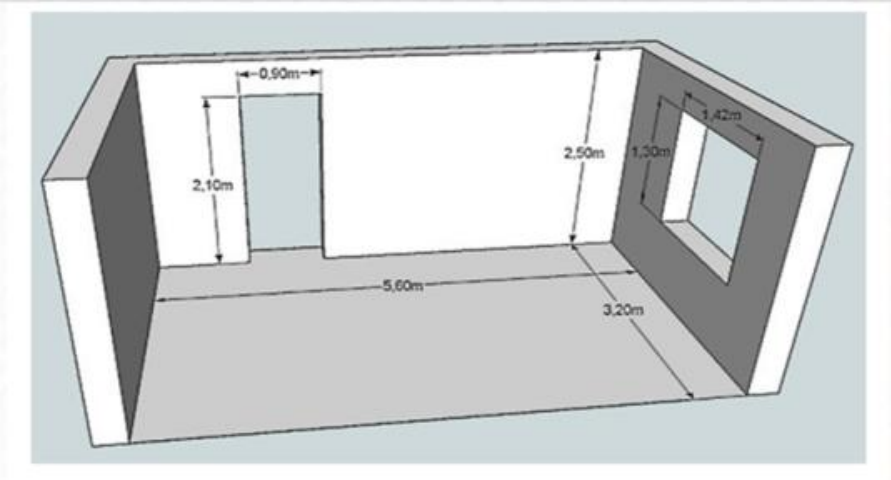

The following 4 questions are then given to students to work in pairs, and 5 questions are given to students to work in groups:

Problem3: An advertising event is being held in the store. A third will be gifted to both purchased soap packs. The price of a pack of soap is 6 000 soums. How many packs of soap can you get for no more than 75 000 soums.

Problem 4: You will need 200 grams of paint to paint 1 square meter of floor. The paint is sold in 3-kg jars. How many cans of paint do you need to buy to paint a floor that is 60 square feet in size? If the price of a can of paint is 60 000 soums, how much money will be needed for painting?

V. Concluding Session: At the end of the session, students will have a short interview. They are asked the following questions:

- Did you like our student club today?
- What is the role of mathematics in our daily lives?
- What conclusions did you draw from today's lesson?

VI. Homework Assessment and Assessment: Students are asked to create and solve at least two economic problems as homework. Students who actively participate in the club will be recognized and encouraged.

CONCLUSION

In conclusion, by providing economic education to students in extracurricular activities in mathematics, it is possible to achieve the development of intercultural competencies such as thrift, business, thinking about economic calculations.

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