

**FORMATION OF THRIFT CONCEPTS IN SENIOR PRESCHOOL CHILDREN:
PEDAGOGICAL CONDITIONS**

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Abstract: This article discusses the pedagogical conditions for forming the concepts of thrift in senior preschool children. In the modern educational process, the development of elementary economic literacy, careful attitude toward material resources, and responsible behavior in everyday life is considered an important component of preschool education. The preschool period, especially the senior preschool age, is a sensitive stage for developing children's moral qualities, social responsibility, practical life skills, and value-based attitudes. Therefore, teaching children to save water, food, toys, paper, electricity, time, and family resources should be organized not as a formal explanation, but through systematic educational activities, games, observation, practical tasks, conversations, fairy tales, role-playing situations, and cooperation with parents.

Keywords: senior preschool children, thrift education, pedagogical conditions, preschool education, economic literacy, careful attitude, resource-saving behavior, moral education, ecological awareness, family cooperation, play-based learning, responsible behavior.

In the contemporary educational process, the issue of developing a responsible, independent, socially active, and value-oriented personality has become one of the main priorities of preschool education. Preschool childhood is the first stage of personal development, during which the foundations of moral consciousness, social behavior, communication culture, emotional attitude, and practical life skills are formed. Among these qualities, thrift occupies a special place because it teaches children to use resources carefully, respect labor, value material and natural wealth, and behave responsibly in everyday situations.

The concept of thrift has a broad pedagogical meaning. It does not mean only saving money or refusing to spend. In a broader sense, thrift is a culture of rational use of available resources. It includes careful treatment of toys, books, food, clothes, water, electricity, paper, plants, classroom materials, and time. For senior preschool children, thrift should be explained through simple, understandable, and practical examples connected with their daily life. For example, turning off the water after washing hands, not tearing books, not wasting food, putting toys back in their place, using drawing paper properly, and taking care of plants are important forms of thrift behavior.

Senior preschool age is particularly important for the formation of thrift concepts. At this age, children become more active, curious, observant, and capable of understanding simple cause-and-effect relationships. They begin to ask questions such as "Why should we save water?", "Why should we not waste bread?", "Why should we take care of toys?", and "Why is it important to turn off the light?" These questions create favorable conditions for educators to develop elementary economic, moral, and ecological ideas in children.

Therefore, the formation of thrift concepts in senior preschool children should be organized as a purposeful pedagogical process. This process requires not only explanation, but also demonstration, practical activity, emotional influence, repetition, encouragement, and cooperation between preschool teachers and parents.

Thrift education is closely connected with moral, labor, ecological, and economic education. In preschool pedagogy, moral education is aimed at forming such qualities as kindness, responsibility, honesty, respect, discipline, and care. Thrift is directly related to these

qualities because a thrifty child learns to respect the work of others, protect common property, and use resources responsibly.

From a pedagogical point of view, thrift can be understood as a child's ability to treat things, nature, time, and labor results with care. In early childhood, this quality is formed mainly through imitation, emotional experience, and practical actions. Children observe the behavior of adults and repeat what they see. Therefore, the personal example of educators and parents plays a decisive role in the formation of thrift habits.

The psychological characteristics of senior preschool children also require special attention. Children of this age think mainly through concrete images and practical situations. Abstract explanations such as "Resources are limited" or "Economic efficiency is important" are difficult for them to understand. Instead, educators should use simple examples: "If we waste water, plants, animals, and people may not have enough water"; "If we tear books, other children cannot read them"; "If we throw away bread, we do not respect the labor of farmers, bakers, and parents."

Thus, thrift education should be based on visibility, emotional influence, practical involvement, and repetition. The child should not only hear about thrift, but also see, feel, practice, and evaluate thrift-related behavior in real situations.

The effective formation of thrift concepts in senior preschool children depends on several important pedagogical conditions. These conditions create a systematic foundation for developing children's careful and responsible attitude toward resources.

First, it is necessary to create a value-oriented educational environment in preschool education institutions. The environment should encourage children to use things carefully and responsibly. Books, toys, plants, educational materials, and classroom equipment should be arranged in a way that teaches children order, cleanliness, and care. For example, special corners such as "Let's Save Water," "Nature Protection Corner," "Careful Use of Toys," or "Young Economists" may be organized in the group room. Such visual materials help children remember thrift rules and apply them in daily life.

Second, the educator's personal example is one of the most important pedagogical conditions. Children learn more from actions than from words. If the educator carefully uses materials, switches off unnecessary lights, does not waste paper, treats books and toys respectfully, and explains the reasons for these actions, children gradually imitate this behavior. The educator's speech should also be supportive and explanatory. Instead of simply saying "Do not waste," it is better to say: "Let us use this paper carefully because trees are used to make paper," or "Let us save water because all living beings need it."

Third, thrift concepts should be integrated into daily routines. Preschool children spend much of their time in repeated daily activities: washing hands, eating, playing, drawing, walking, cleaning up toys, and preparing for rest. Each of these moments can be used for thrift education. During meals, children can learn not to waste bread and food. During drawing activities, they can learn to use paper and pencils properly. During nature walks, they can learn not to break branches, not to pick flowers unnecessarily, and not to throw garbage.

Fourth, play-based learning should be widely used. Play is the leading activity of preschool children. Through games, children understand social roles, rules, relationships, and values. Didactic games such as "What Should We Save?", "Good and Bad Habits," "Find the Wasteful Action," "Young Economists," "Family Budget," and "Protect Nature" help children understand thrift in an interesting and accessible form. In role-playing games, children may act as shopkeepers, parents, builders, farmers, doctors, or teachers. These roles help them understand the value of labor, money, resources, and responsibility.

Fifth, cooperation with parents is essential. If preschool teachers teach children thrift, but parents do not support the same behavior at home, the educational effect may be weak. Therefore, parents should be informed about the importance of thrift education. They should be encouraged to involve children in simple household activities: turning off lights, watering plants carefully, putting toys away, using napkins properly, saving food, and taking care of clothes. Family and preschool should follow common educational requirements.

The formation of thrift concepts in senior preschool children requires the use of various methods and forms of pedagogical work. These methods should correspond to children's age, interests, cognitive abilities, and emotional development.

One of the effective methods is conversation. Through short and meaningful conversations, educators can explain thrift-related ideas. For example, conversations may be organized on such topics as "Why should we save water?", "Who makes bread?", "Why should we take care of books?", "What does it mean to be thrifty?", and "How can we help nature?" During these conversations, children should be encouraged to express their opinions, give examples from their own lives, and answer simple questions.

Another effective method is storytelling and fairy tales. Preschool children understand moral ideas better through stories and characters. A story about a child who wastes water and later understands its value, or a fairy tale about a toy that becomes sad because children break it, can have a strong emotional impact. After storytelling, educators may ask questions such as: "What did the character do wrong?", "How could the character behave better?", and "What lesson did we learn from this story?"

Practical activities are also very important. Children should participate in activities that develop thrift habits. For example, they may help repair damaged books with the educator, sort used paper, water plants carefully, collect toys after play, make crafts from recycled materials, or prepare posters about saving resources. Such activities transform thrift from an abstract idea into a practical habit.

Observation is another useful method. During walks, children can observe plants, water sources, animals, and human labor. The educator may explain that nature gives people many resources, but people must protect them. Children may observe how gardeners take care of flowers, how cooks prepare meals, how cleaners maintain order, and how teachers use materials. Such observations help children respect labor and resources.

Problem situations can also be used effectively. For example, the educator may ask: "What should we do if someone leaves the water running?", "What should we do if there is only one piece of paper left?", "How can we play without breaking toys?", or "What happens if everyone throws food away?" Such questions develop children's thinking, decision-making, and responsible behavior.

Thrift education is closely connected with elementary economic and ecological education. Senior preschool children can already understand simple economic concepts such as need, wish, work, product, money, purchase, exchange, saving, and waste. However, these concepts should be explained through daily life situations. For example, children can learn that parents work to earn money, money is used to buy food and clothes, and therefore things should not be wasted.

At the same time, thrift education develops ecological awareness. Saving water, electricity, paper, and food is not only an economic issue, but also an ecological responsibility. Children should understand that natural resources are valuable and should be protected. When children learn that paper is made from trees, water is necessary for all living beings, and electricity is produced through human labor and natural resources, they begin to form a careful attitude toward the environment.

In this context, thrift education becomes a part of sustainable development education. Preschool children may not understand complex global problems, but they can develop simple ecological habits. These habits include not wasting water, not littering, caring for plants, feeding birds in winter, using materials carefully, and respecting nature.

The family is the first social environment where the child learns behavior, values, habits, and attitudes. Therefore, the formation of thrift concepts cannot be effective without family participation. Parents should understand that thrift education begins with small daily actions. A child who sees that parents waste food, leave lights on unnecessarily, throw away useful things, or buy everything without need may develop the same behavior.

Preschool institutions should organize cooperation with parents through meetings, consultations, recommendations, questionnaires, and joint activities. For example, educators may provide parents with recommendations on how to develop thrift habits at home. Parents can be advised to give children simple responsibilities such as keeping toys in order, using water carefully, helping set the table, taking care of books, and participating in family discussions about necessary and unnecessary purchases.

Joint projects may also be effective. For example, “My Thrifty Family,” “We Save Water,” “Second Life of Things,” or “Useful Crafts from Waste Materials” can be organized with parents and children. Such projects strengthen the connection between preschool and family education and help children understand that thrift is important not only in kindergarten, but also at home and in society.

The analysis of pedagogical practice shows that thrift concepts are formed more effectively when children are actively involved in meaningful activities. Simple verbal instruction is not enough. Children need repeated practice, emotional motivation, positive examples, and clear rules. In this process, the educator should not use punishment or fear. Instead, encouragement, explanation, comparison, and positive evaluation should be used.

For example, when a child uses paper carefully or puts toys in order, the educator may say: “You acted responsibly,” “You saved the materials,” or “You helped other children use these toys later.” Such positive reinforcement strengthens thrift behavior and develops self-confidence.

It is also important to avoid excessive moralizing. Children should not feel that thrift means prohibition or deprivation. Thrift should be presented as a positive quality: being careful, smart, responsible, kind, and helpful. A thrifty child is not a child who is forbidden to use things, but a child who knows how to use them wisely.

Another important issue is the integration of thrift education with other areas of preschool education. Thrift-related ideas can be included in speech development, mathematics, nature study, art, construction, music, physical education, and social-emotional development. For example, in mathematics, children may count objects and compare quantities; in art, they may use leftover materials creatively; in nature study, they may learn about water and plants; in speech development, they may tell stories about careful behavior.

The formation of thrift concepts in senior preschool children is an important component of modern preschool education. It contributes to the development of children’s moral qualities, elementary economic literacy, ecological awareness, respect for labor, independence, and social responsibility. Senior preschool age is a favorable period for developing these qualities because children are active, curious, emotional, and ready to learn through play and practical experience.

Effective thrift education requires several pedagogical conditions: a value-oriented educational environment, the educator’s personal example, integration of thrift ideas into daily routines, use of play-based and practical methods, development of ecological and economic awareness, and cooperation with parents. When these conditions are systematically implemented,

children gradually learn to save water, food, electricity, paper, toys, clothes, and time. More importantly, they begin to understand the value of labor, nature, and social resources.

Thus, thrift education should be considered not as a separate episodic activity, but as a continuous pedagogical process integrated into the entire life of the preschool child. Through properly organized educational work, preschool institutions can form the foundations of responsible, careful, and socially conscious behavior in children.

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