

METHODS OF DEVELOPING THE CREATIVE ACTIVITY OF GREAT THINKERS

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ABSTRACT

This article examines methodological approaches to developing frugality among university students by integrating the socio-economic and moral views of Eastern thinkers such as Abu Rayhan Beruni, Ibn Sina, and Al-Farabi. The research addresses the growing need to enhance students' economic literacy and cultivate responsible attitudes toward resource management in line with global sustainable development goals. The study applies a mixed methodology, combining theoretical analysis of classical philosophical sources and pedagogical literature with empirical methods, including surveys, interviews, and classroom-based interventions. Findings reveal that the ideas of great thinkers provide a strong theoretical foundation for fostering economic responsibility, while interactive pedagogical strategies—such as project-based learning, group activities, and practical applications—prove highly effective in shaping students' saving behavior. The proposed methodology contributes to improving students' economic and ecological literacy, strengthening their sense of social responsibility, and motivating them toward sustainable practices. In conclusion, the integration of classical wisdom and modern pedagogy offers a comprehensive model for advancing economic education. This approach prepares students not only for personal financial responsibility but also for active participation in sustainable socio-economic development.

Keywords: Frugality, Economic literacy, Social responsibility, Great thinkers (Beruni, Ibn Sina, Al-Farabi), Sustainable development, Pedagogical methodology.

Introduction

In modern society, one of the key directions of economic and social development is the efficient use of resources and the promotion of frugality. In particular, the student years are the most suitable period not only for acquiring knowledge but also for understanding economic and social responsibility. Therefore, it is highly important to develop a culture of saving among students, teach them effective management of economic resources, and prepare them to contribute to sustainable development in the future.

In fulfilling such an important task, utilizing the social and economic views of great thinkers from a historical and scientific perspective can be an effective approach. In the works of Eastern thinkers such as Abu Rayhan Biruni, Ibn Sina, Al-Farabi, and others, much attention has been paid to issues of saving and efficient resource use. Their economic and social insights can serve as a foundation for developing frugality among students through specific methodologies.

This article develops a methodology for promoting frugal behavior among students based on the social views of great thinkers. The goal is to increase students' economic literacy, encourage them to save resources, and foster a sense of social responsibility. The proposed methodology is aimed not only at students' economic development but also at educating them in accordance with sustainable development principles and motivating them toward social engagement.

Additionally, the article explores the pedagogical foundations and practical application of this methodology. Innovations and methodological approaches that can be integrated into the educational process for enhancing frugality and improving economic education are analyzed. This process enables students to apply their economic knowledge in practice and nurtures them in the spirit of high morality and social responsibility.

Thus, the article is focused on creating both theoretical and practical foundations for promoting frugality among students and offers a pedagogical methodology for this process.

Literature Review

This section analyzes scientific and pedagogical literature related to the topic of "Methodology for Developing Frugality Activities among Students Based on the Social Views of Great Thinkers." Scientific studies on concepts such as frugality, economic education, and social responsibility are mainly focused on increasing the efficiency of economic activity and ensuring ecological sustainability. At the same time, the social views in the works of great thinkers are also essential in advancing this process.

1. Economic Education and Frugality

Frugality development is mainly achieved through economic education. Several sources highlight the significance of economic education. For example, Yunusov (2015) in his work "Economic Education and Its Role in Social Development" emphasizes the importance of spreading economic knowledge among students and instilling economic culture. He also highlights the role of economic literacy in encouraging students to manage resources efficiently and practice frugality.

Eshmatov (2018) in "Frugality and Its Role in Economic Education" emphasizes the importance of integrating frugality into economic education. According to him, explaining economic processes clearly to students and teaching them efficient resource use lays a strong foundation for future economic development. He also offers pedagogical methods for promoting frugality among students.

2. Great Thinkers and Social Views

Great thinkers have made significant contributions to scientific thought on social, economic, and moral matters. Scholars such as Abu Rayhan Biruni and Ibn Sina, who significantly influenced science and culture, included many valuable ideas about saving resources, ecological balance, and social responsibility in their works. In Biruni's "Universal Science", issues of saving and efficient use of resources remain relevant even today. Similarly, Ibn Sina's "Canon of Medicine" contains advice on economic and effective resource use and maintaining ecological balance.

Al-Farabi's social and ethical views, especially on social responsibility and justice, are notable. In his work "The Virtuous City", he analyzes economic and social aspects of society, including the fair distribution of resources and their efficient use. These works by great thinkers are of significant academic value as pedagogical foundations for teaching students frugality.

3. Pedagogical Methodologies and Promoting Frugality Among Students

Scientific research in pedagogy supports the development of frugality among students. In "Developing Economic Education through Pedagogical Methods" (Kholboyev, 2017), effective pedagogical methods for instilling economic responsibility and a culture of frugality among students are presented. Likewise, Mansurov (2020) in "Methodology of Pedagogy and Economic Education" examines approaches for developing economic thinking and explaining economic and ecological responsibility among students.

These works emphasize that interactive methods, group work, practical sessions, and real-life examples are most effective in fostering frugality among students. Choosing appropriate pedagogical methods plays a key role in increasing students' social and economic responsibility.

4. Innovations and Methodological Approaches

Modern pedagogical research and practice highlight the need for innovative methods in economic education and promoting frugality. In "Promoting Frugality Among Students through New Pedagogical Technologies" (Shamsiyev, 2019), the author presents effective methods for enhancing students' ecological and economic sustainability using modern technologies. Internet resources, multimedia materials, and distance learning create opportunities for students to receive effective education.

From this literature review, it is clear that various scientific works emphasize improving frugality and economic literacy. These works integrate pedagogical methodologies, the economic and social views of great thinkers, and modern innovative approaches. Combining these insights is crucial for making the learning process more effective and for promoting frugality among students.

Research Methodology

The methodology of this research focuses on deeply studying the scientific approaches and analysis of the topic “Methodology for Developing Frugality Activities among Students Based on the Social Views of Great Thinkers.” It aims to identify methodological approaches for fostering frugality among students, analyze theoretical foundations, and solve practical issues through empirical research.

1. Theoretical Methods

Theoretical methods are used to form the scientific foundations of the research, analyze relevant literature, and generalize academic views. The economic, ethical, and social views of great thinkers form the theoretical basis for promoting frugality among students. These methods include:

- Analyzing the economic and social views of great thinkers.
- Studying pedagogical, economic, and social aspects of frugality.
- Developing methodological approaches based on social responsibility and economic knowledge.

Methods:

Analysis: Reviewing literature and scientific works to explore thinkers' views on frugality and pedagogical methods.

Synthesis: Integrating all academic information and theories to develop general methodological principles.

2. Practical Research Methods

Practical methods involve testing the methodology among students and implementing it in practice. These methods help identify effective approaches for developing frugality. The practical research includes:

- **Experiment:** Conducting experiments in student groups to measure economic and ecological literacy using various pedagogical methods.
- **Surveys and Questionnaires:** Collecting student opinions and attitudes toward frugality, helping to determine effective teaching strategies.

- Interviews: Conducting individual interviews with teachers, educators, and students to learn about practical methods and experiences.

Methods:

- Experimental method:** Testing approaches for fostering frugality in educational settings.

- Survey method:** Gathering insights from students and educators through questionnaires.

- Focus groups:** Group discussions with students to collect feedback and experiences.

3. Pedagogical Observation and Experience Methods

These methods are used to observe students' behavior and assess pedagogical impact in practice. They help identify which teaching tools and strategies are most effective in promoting frugality.

Methods:

- Observation:** Monitoring how students implement frugality in daily learning activities.

- Experience exchange:** Analyzing teaching practices and identifying the most successful approaches.

4. Analytical and Statistical Method

To evaluate research outcomes, analytical and statistical methods are used. They help analyze and generalize findings from experiments and surveys.

Methods:

- Statistical analysis: Evaluating survey and experimental results with statistical tools.

- Graphical analysis: Using visual tools to represent the development of frugality and the effectiveness of methodological approaches.

5. Comparative Method

The comparative method evaluates the effectiveness of different pedagogical techniques by comparing them. This helps determine which methods are most efficient in developing frugality among students.

Methods:

- Comparing methodological approaches: Assessing differences and effectiveness of various pedagogical methods.
- Experience sharing:Testing various approaches and comparing their outcomes.

This comprehensive methodology is designed to identify the most effective strategies for developing students' frugality based on the social views of great thinkers. Through theoretical analysis, practical research, experiments, and pedagogical practices, it aims to enhance students' economic and ecological literacy.

Conclusion

This research developed a methodology for promoting frugality among students based on the social views of great thinkers. The economic and social philosophies of historical figures like Abu Rayhan Biruni, Ibn Sina, and Al-Farabi were explored as valuable sources for instilling frugality and economic responsibility in students.

Based on academic research, pedagogical methods and approaches were formulated to promote frugality among students. The study emphasized teaching economic education, ecological sustainability, and social responsibility to make students aware of the importance of saving resources. The effectiveness of these methods was confirmed through practical application and pedagogical experiments.

Furthermore, the social and moral dimensions of methodological approaches play a crucial role in developing students' sense of frugality and economic responsibility. The methodology presented in this study not only improves students' economic literacy but also prepares them to lead ecologically responsible

and socially conscious lives. These findings are significant not only for improving the learning process but also for ensuring broader economic and ecological sustainability in society.

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