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The Significance of Economic Theory as a Scientific and Educational Science

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Abstract: The article examines the role of economic theory in the system of scientific knowledge and its role in creating human capital in various fields of activity. A comparative analysis of the organization of scientific knowledge in natural (physics) and social (economy) sciences was conducted. The basis of their concepts is compatible with objective knowledge, and it is permissible to include basic concepts, logical and mathematical methods, and the microeconomic basis of analysis. Microeconomics is aimed at creating mathematical models that reflect the rational behavior of economic partners. Its in-depth study is aimed at "textbooks for scholars". In the world experience of higher education, "theory of microeconomics" is included in the post-higher education stage. This raises the question of the effectiveness of in-depth research of microeconomics and other disciplines that form a solid foundation of economic science as the goal of preparing graduate and undergraduate graduates for the profession.

The master's degree provides practice-oriented teaching based on microeconomic concepts, including cases and knowledge from the authors' personal experience or referenced sources.

Key words: economic sciences, economic theories, economic outlook, personal knowledge.

INTRODUCTION

One of the tasks of the higher education of Uzbekistan is to increase the level of education and skills of people in order to create the human capital required in various areas of economic activity. This division is the ratio of the objective content of the science and personal knowledge, which forms the skills and qualifications of a specialist; therefore, it poses the problem of allocating time and effort in learning any science, including economic theory.

The meaning of the concept of "economic theory".

The generally accepted definition of theory is used as a system of scientific knowledge that explains certain phenomena and summarizes them in this field, leading to the discovery of legal relations. There may be significant differences in the content and scope of the concept that embodies the manifestation of the economic activity of a person and society. A researcher or a teacher of economic theory, based on his knowledge, intuitively divides and delimits the relevant field of knowledge. Some authors support the expanded interpretation: "The science of economic theory has become the king of social sciences. It is an important branch of social research for which the Nobel Prize is awarded. It made it possible to publish a four-volume fundamental economic dictionary of four million words, through which Ariadne's theory of economics and finally the idea that it had gone beyond the narrow scope of its former kingdom - the kingdom of production and distribution - and now extended from family relations to sports, from anthropology to state law can declare its right in the territory.

The system of experience and knowledge of many economists is formed based on the methodological ideas typical of the Marxist economic theory, and its main rules begin with the explanation of social life. This approach differs from the theories developed in the natural sciences, where there is, for example, theoretical physics, rather than just physical theory. Some scientists and teachers suggest replacing "economic theory" with the concept of "theoretical economy"¹.

Unfortunately, in this situation, it is difficult to determine the methodological proportionality with the natural scientific cycle. Later, attention is paid to the views of Y. Schumpeter, who evaluates the possible compatibility between the theory of economics and theoretical physics. According to him: "Economic theory, like theoretical physics, cannot solve the problem without simple drawings and models that reflect some aspects of reality. Later, they agree with Joan Robinson's definition "economic theory is a toolbox"².

For a deeper study of the given issue, it is necessary to pay attention to the existence of the concept of physics, along with theoretical physics. The concept was introduced by Aristotle (derived from the ancient Greek word "physics" - nature), and has survived until our time as the field of natural science or the science of general natural laws (about the structural structure of matter, the rules of its movement and transformation). The concept of "economy", first used by Xenophon, has today become "economics" (the English version of the ancient Greek oikonomics) and is used as a synonym for the science of the general laws of economic activity. If the use of the universal concept of "economics" in English sources is fully justified, its translation into Uzbek as "economic theory" requires additional justification³. This does not mean that physical or economic theory cannot be used in the relevant field of knowledge⁴. However, each of these theories goes along with defining its own research subject. Continuing economic theory as a "Toolbox", the following phrase can be cited:

¹ Лемещенко П.С. Теоретическая экономика: структура, классические традиции, новые тенденции. Мн.: БГУ, 2001.

² History of Economic Analysis, 2006. P. 13; Й.Шумпетер. Capitalizm, Sotsializm and Democracy. //Предисловие и общ. Ред. В.С.Автономова. -М.:Экономика, 1996.-540 с.

³ Юқорида келтирилган мақола (Хайлбронер, 1993) номланишининг ўзида бошқача жаранглайди: "Иқтисодиёт универсал фан сифатида (Heilbroner. Is economic theory possible?//www.jstor.org/stable/40969834).

⁴ Ўша Роберт Л. Хейлбронернинг "Иқтисодиёт назарияси бўлиши мумкинми?" деган мақоласида (Heilbroner R. Is economic theory possible?//www.jstor.org/stable/40969834). Бошқа машхур америкалик олим Хэл Л. Вэриан "Иқтисодиёт назариясидан нима фойда?" деган мақоласини эълон қилди. Унда иқтисодий сиёсатни тушунишда неоклассик иқтисодий назария қанчалик фойдали эканлиги тадқиқ этилади.Бундан ташқари, муаллиф "иқтисодиёт назариясининг иқтисодиётдаги ролини қанчалик, деб ҳисоблаши баён қилинган (Varian, 1989).

«In Mrs. Robinson's unsurpassably felicitous phrase, economic theory is a box of tools»⁵, that is, "economic theory is a set of tools". A similar definition is appropriate for theoretical physics, whose methodology consists of defining the basic physical concepts (atom, mass, energy, entropy, field, etc.) and formulating the laws of nature that connect these concepts in the language of mathematics; justifying the observed natural phenomena with the established laws of nature; is to predict new phenomena of nature that can be determined.

Theoretical physics accepts as a rule that for some reason, mathematical description of natural phenomena is ineffective. It does not study a property of nature, but a property of the proposed theoretical models⁶.

The idea of economics (Economics) as a field of deepened knowledge relied on social consciousness and was supported by many experts. Jules Henri Poincaré wrote: "Mathematicians do not study objects, but the relationships between them..."⁷. This rule extends to a wide range of objects, and the relationship between them was considered by Jules Henri Poincaré as "recognition of the power of consciousness", which helps to understand "mathematical induction". "Because of this power the mind has immediate intuition, and experience can only be the means of realizing and using it"⁸. These words of Jules Henri Poincaré refer to physical reality. If the interaction between physical experience and "conscious intuition" is not fully understood for the economist, it consists in elucidating the relations between things and the relations between people in order to express them through mathematical formulas. The question is, which items and which relationships between them should reflect basic economic concepts.

There may be a difference of opinion here not only in neoclassical economic theory, but also in political economy, the conceptual approaches that give rise to the new institutional economic theory. Since the beginning of the 90s of the last century, this problem has been discussed several times in the economic literature. Without repeating the work done by these and other authors, it remains relevant to search for the laws of the ongoing development of a single economic science⁹.

Today, the task of distinguishing the above-mentioned single general methodological framework is coming to the fore. The solution of this task involves turning to the history of economic ideas, the stages of its development are reflected in special scientific and educational literature. Y. Schumpeter puts forward a point of view that is distinguished by the fact that the economist-scientist has a technical economic analysis¹⁰. Although there are some requirements for "technique" here, it is possible to form two features:

- 1) The analysis should not be carried out with ideological or value considerations, that is, it should not have a normative character;
- 2) Improvements in analysis define and correspond to progress in economic science¹¹. Y. Schumpeter explains his opinion on the raised problem more fully in his report "Development of theoretical

⁵History of Economic Analysis. 2006. P.13.

⁶ Вигнер Е. Непостижимая эффективность математики в естественных науках // Успехи физических наук. 1968. Т. 94. Вып. 3. С. 535–546.

⁷ Пуанкаре А. О науке.-изд.2-е. –М.: Наука, 1990. –С.26.

⁸ Пуанкаре А. О науке.-изд.2-е. –М.: Наука, 1990. –С.21.

⁹ Некипелов А.Д., Татаркин А.И., Попов Е.В. Приоритеты развития современной экономической теории.// Экономическая наука современной России. -2006. -№3. –С.127-140

¹⁰Й.Шумпетер. Capitalizm, Sotsializm and Democрасу. //Предисловие и общ. Ред. В.С.Автономова. – М.:Экономика, 1996.-540 с.

¹¹ Й.Шумпетер. Capitalizm, Sotsializm and Democрасу. //Предисловие и общ. Ред. В.С.Автономова. – М.:Экономика, 1996.-540 с.

economics over the last 25 years"¹². The concept of "theoretical economics" included in the contents of Y.A. Schumpeter's lectures can be considered the same as the concept of "scientific or analytical economics" or economic analysis in Uzbek language.

Theoretical economics

Y. Schumpeter, who developed a scientific approach to the development of economics, is sometimes called an "unusual outsider"¹³. This allows us to see the truth that has not been recognized and reflected in foreign scientific research. In any case, his work constitutes a valuable experience of understanding and mastering the history of economic ideas, which creates a series of systemic effects in the understanding of economic phenomena that have been discovered much earlier. This also applies to the ratio of general economics (general economics - in Uzbek this concept is translated as "general economic theory"), economic analysis (theoretical economics) and special economic theories.

Analytical techniques based on logical and mathematical methods characteristic of each discipline play a special role here. The results of the analysis are used in economic and physical theories that embody the field of knowledge related to the special subject of research. If this rule is not general in relation to physical theories, the work is more complicated with economic theory. Mathematical models are its component. They are not necessarily based on actual circumstances. It is emphasized that the theory should be evaluated not according to the reality of the hypotheses, but according to the speaking ability of the phenomena¹⁴.

Drawing parallels with natural sciences, it is necessary to turn to Jules Henri Poincaré, who stated that "the principles of geometry are not considered experimental evidence" and "geometry is considered an experimental science, even if only partially"¹⁵.

Despite the mathematical cloud of the theory of relativity created by H. Lorentz and Jules Henri Poincaré, A. Einstein, who well understood the physical reality ahead of mathematics, is considered its founder. In our opinion, this example is also worth studying for theoretical economics in situations where mathematization of the phenomena under study with its economic content leads to the intended conflicts. Their objective expression should be sought in the relevant economic concepts.

Political economy

In the system of economic concepts, general and special concepts can be distinguished. The subject of classical political economy, which many researchers consider the beginning of economic science, is the relations of production, which is set in motion through the division of labor. A. Smith, who started his analysis from this, researching the exchange rates, shows the ratio between the amounts of labor necessary to obtain different goods, the basis of which can serve to control the exchange¹⁶.

By studying the legacy of the scientists who created the classical political economy¹⁷, we should not forget that their creative potential is, to a large extent, a product of the "classical structure", despite the appropriate critical warnings that shaped the views of A. Smith, K. Marx¹⁸ and other economists.

¹²History of Economic Analysis. 2006. P.13.

¹³The Character of Economic Thought, Economic Characters and Economic Institutions, 1996

¹⁴Фридмен М. Методология позитивной экономической науки. F Thesis.-1994. Вып.4. -С. 49.

¹⁵Фридмен, Методология позитивной экономической науки. F Thesis.-1994. Вып.4. - С. 66, 65.

¹⁶Смит А.Исследование о природе и причинах богатства народов. (Смит, кн. 5, отд. III, статья II. А. 1962),, 1962. С. 103

¹⁷К.Маркснинг гимназия тайёрловининг даражаси ва сифати ҳақида унинг «Размышления юноши при выборе профессии» (Маркс, Энгельс, 1956) асари гувоҳлик беради.

¹⁸Смит А. Исследование о природе и причинах богатства народов. (Смит, кн. 5, отд. III, статья II. А. 1962).

In the neoclassical framework, the heuristic potential of Aristotelian logic, which is required to systematize the apparatus of concepts of political economy, has been preserved. The main concepts of the mentioned scientific thinking can be formulated in connection with the Aristotelian dialectic (Fig. 1).

Birthmark	Matter (material object)	The form of the object of science and its specific subject	The unity of form and content as the law of action of the studied phenomenon
Official reason (causa formalis)	Material reason (causa materialis)	Manufacturer reason (causa efficiens)	Purposeful reason (causa finalis)

Fig. 1. Logical structural structure of the subject of science in Aristotelian dialectics¹⁹

The further development of the discussion envisages the specialization of the basic concepts of scientific thinking for the needs of social studies. It followed this sequence within historical materialism, which envisages the indirect nature of the production of human life, or the alternative use of resources in the process of labor to obtain "additional income" (compared to natural life activity) (Fig. 2).²⁰

Production in general	Material production	Social division of labor	Social production
			Additional product (income)

We will dwell on the preliminary economic concepts that can be included in the "Political Economy of Commodity Production". When drawing the corresponding structural-logical diagram (Fig. 3), we had to change the subordination and coordination of the basic concepts of the labor theory of value compared to the one presented in K. Marx's "Capital"²¹.

K. Marx's work "Capital" is devoted to criticism of political economy. In its framework, the monistic theory of value and the theory of surplus value are based. Classical political economy emerged from the beginning as a science of the distribution of surplus income among social classes and was not very monistic; one of the authors of the concept of "political economy" R. Cantillon distinguishes three main classes in "Essays on the Nature of Trade":

- 1) Landowners;
- 2) Farmers;
- 3) Urban dwellers and owners of vehicles that deliver products from rural areas to cities²².

The class composition is based on the criterion of functional distribution of income ("three rents"). Cantillon repeats the Aristotelian dialectic of form and matter: "Earth is the source or material from which wealth is obtained; human labor forms the product, and wealth in itself is nothing more than the means of subsistence, the comforts of living"²³.

These considerations are part of the framework of thinking of prominent representatives of political economy and neoclassical theories, which assert that man and his labor, are capable of changing form rather than creating material objects²⁴. In our opinion, this means that there are two poles in the development of classical political economy:

¹⁹ Муаллифларнинг ишланмаси.

²⁰ Маркс, Энгельс. Размышления юноши при выборе профессии, Т. 3. С. 18–19 асарини ўрганиш асосида ишлаб чиқилди.

²¹ Дятел Э.Р. История экономических учений в системе экономических наук: современность и перспективы. Докторская диссью по спец. 08.00.01-“Экономическая теория”. 2017. - М., Кнорус 402 с.

²² Cantillon R. The Father of Economics. History Ireland. 21 (2): 20-23. JSTOR 41827152

²³ Cantillon The Father of Economics. History Ireland. 21 (2): 20-23. JSTOR 41827152

²⁴ Милье Дж.С. Основы политической экономии. 1980. -С.122; Маршалл А. Принципы экономической науки. 1983. С.122–123.

1) Monistic pole - its peak in the works of V. Petty, F. Keene, partially A. Smith, D. Ricardo and K. Marx;

2) The pole that can be described as rational eclecticism from today's point of view - James Stewart, A. Smith, J. B. Sey, partially D. Ricardo, Dj. S. Mill.

In general, all of them retain their political economic appearance and cannot be included in the economic theory in the modern sense.

Microeconomics or general economic theory

During the Soviet era, students of all disciplines studied "Marxian" political economy. Its first part - the political economy of capitalism - was devoted to the criticism of the capitalist social system, and the second - the political economy of socialism - was supposed to show the advantages of the new system and prepare the builder of the division of communism for conscious and responsible participation in social production. Today, their place is in special courses, for example, in the history and methodology of economic teachings, in part in programs for training economists. This applies to the entire teaching of classical political economy, in whatever form it is presented. Today, other economic sciences are taking the place of classical political economy. This raises a number of questions in the system of concepts. First, what is the relationship between microeconomic theory and theoretical economics? Second, is there a concept that unites the various theoretical strands of economic thought presented above, including political economy? In our opinion, with certain conditionality, it can be "general economic theory" (general economics according to Y. Schumpeter's concept).

Third, how are the parts of general economic theory interrelated and how do they interact. Apparently, how they interact remains an understudied area. The reason is that there is a large amount of material, the regular emergence of new directions of economic-theoretical research, and insufficient theoretical and methodological preparation of economists.

In the process of creating the required human capital in various fields of activity, two trends encountered:

1. It is urgent to increase the general level of education of a person (growth of the humanitarian element, formation of economic thinking, teaching of foreign languages, mathematics);
2. Preparation for a profession based on the field of education.

Since the beginning of the 90s of the last century, the teaching of micro- and macroeconomics has been introduced in Uzbekistan, and it has been designated as a separate, independent subject in the subject "Economic Theory" in the curricula of secondary schools.

The indicated subjects are sufficiently mathematical. In microeconomics, the research subject itself determines it, and making economic decisions in isolation comes out as the science of microeconomics. In this case, "the starting point of any individual decision-making task is a set of possible mutually exclusive alternatives, from which the individual makes his choice"²⁵. Microeconomics deals with sets and assumes that they are expressed in a system of differential equations that take into account the limited expansion of quantities, for example, the utility of consumer products. Of course, in reality, no desired small drop of tea (A. Marshall's example) or other liquid represents a continuous expansion of utility. From this point of view, the Walrasian demand curve embodies a set of separate points, a situation where students are looking for a room with a capacity, a horse is being bought (the authors of this example, representatives of the "Austrian School" K. Menger and E. Behm-Baverklar advocated drawing a demand curve)²⁶.

²⁵ Мас-Колелл и др. Микроэкономическая теория. –М.: Дело, 2016. - С.5.

²⁶ Вэриан Х. Р. Микроэкономика. Промежуточный уровень. Современный подход: учебник для вузов. М.: ЮНИТИ, 1997. С. 16,

Commenting on the abstract representation of economic interactions in the form of formulas and graphs, it is worth noting that science has the right to build an ideal model of reality. This creates the methodological basis of a systematic approach in economic analysis. In the words of L. Von Bertalanffy: "An analogue of the representation of systems is a system of differential equations, a system of nonlinear equations in general situations"²⁷. However, "all other things being equal", one must have a sense of scale that does not allow direct conclusions to be drawn about practical actions.

General utility	Consumption value	Exchange value (alternative value of the product)	Social consumption value (goods)
			Organized labor
Labor in general	Abstract labor (labor costs in the physiological sense)	Specific labor (social nature of labor)	Socially necessary (private) work

Figure 3. Basic concepts of the labor theory of value²⁸

Unfortunately, the idea of professionalization of economic education by solving problems in practical training by students by studying definitions and formulas is emerging. There is also a situation where teachers who have a mathematical apparatus, but do not always have a deep understanding of the economic meaning of the researched relationships, have a relative advantage. Therefore, if they can understand it and convey it to the student, the goal of developing professional skills, such as fundamental ("classical") education, will be realized in the educational process. For example, in the training of specialists in the field of "History of Economic Sciences", general cultural and professional qualifications are given. They indicate that the graduate "should be able to construct, analyze and meaningfully record the obtained results of standard theoretical and econometric models based on the description of economic processes and phenomena".

Its objective content, which determines the trend of the development of science, is the personal knowledge that forms specialist competence and skills, so the problem of the ratio of time and effort distribution arises in the study of any science, including the theory of economics. Here, as it is determined from other works required by researchers of the present time²⁹, the ratio of objective and subjective in the process of knowledge has an interpretation that goes beyond the scope of views relied on in the teaching of economic theory in the higher education of the republic. The importance of human capital, which is realized in the form of special assets, should not be underestimated. To what extent does the theoretical economy, which incorporates various economic theories, participate in its formation? That is the problem.

Objective knowledge as a solid basis of economic theory. The concept of "objective knowledge" is defined by K. Popper's book of the same name, which describes the noble concept of the "third world" that embodies the logical content of books, libraries, and computer memory³⁰. This book, which aims to

²⁷ *Берталанфи Л.* Общая теория систем — обзор проблем и результатов // Системные исследования. М.: Наука, 1969. С. 42

²⁸ Муаллиф ишланмаси.

²⁹ Полани М. Личностное знание: на пути к посткритической философии./Пер. С англ. –М. Б.Гнедовского. – М., 1985. – С.277

³⁰ Объекти билимга мисол бўлиб чоп этилган китоблар ва журналлардаги назариялар ҳамда кутубхоналарда сақланаётган ушбу назарияларнинг муҳокамаси, бундай назариялар билан боғлиқ қийинчиликлар ёки муаммолар ҳисобланади. Жисмоний оламни биз "1-олам", биз англаб олган ташвишларни – "2-олам" китоблар, кутубхоналар, компьютер хотираси ва шу сингари нарсаларни – "3-олам" деб атаймиз (Поппер, 2002. – С.259, 260, 262).

define the description and scope of the researched concept, has not been widely distributed among specialists because the research has not been completed while having advantages³¹.

B. Boltsano pays great attention to the laws of development of theoretical (abstract) knowledge. His main idea can be expressed in the following words: science is an ordered set of objective truths; a textbook is a logically based form of their presentation³².

B. Boltsano's "Teaching of Science" summarizes the centuries-old experience of the existence of scientific truths in written sources and social consciousness, and the conclusions can be used to create works that reflect the fundamental principles of the studied science (basic concepts). B. Boltsano distinguishes three levels of textbooks:

1. It is possible to show not so many people in each subject, and thus they want to distinguish completely... "Textbooks written for researchers or scientists conducting scientific research;
2. Textbooks aimed at business people (Geschäftsmann);
3. Textbooks aimed at a large readership of general subjects.

It should be said that, in this aspect, the scientific teaching of B. Boltsano³³ really has common aspects with the book of K. Popper, which is referred to above. K. Popper "Knowledge is knowledge in the objective sense, without it, who knows: knowledge remains knowledge without a subject". Therefore, before moving further, it is necessary to treat any scientific or educational text in moderation, that is, to check it according to the requirements of logic³⁴.

Personal knowledge in economic science and education. There are no shortage of high-level "science textbooks" in economic literature. They can include the works of A. Smith, D. S. Mill, K. Marx, A. Marshall and other scientists who are alive now. However, even in the best works, firstly, they often violate the rules of scientific doctrine in dividing the general field of truths into separate disciplines and describing them in textbooks³⁵. Secondly, if we are to study objective knowledge as a set of economic theories with theoretical economy, it is necessary to determine the content and limits of the knowledge to be described, and to determine the requirements for the textbooks that are being used. Thirdly, science teaching in a broad sense includes B. Boltsano's "art of discovery or rules determined in the search for truth"³⁶. From this point of view, it can be assumed that mastering the method of scientific research does not give any individual the opportunity to know anything that goes beyond the scope of the textbook. Modern methods describe this process as follows: "At a certain stage of thinking, the inductive transition from particular cases to universal laws requires an additional element, an illogical leap of ideas, which leads us to draw false conclusions directly from true sources. This is also a well-known problem of induction"³⁷.

³¹ Дэвид Миллер. "Объекти билимлар" русча нашрига сўнгги сўз" (Поппер, 2002. –С.259, 260, 262).

³² Фан маълум турдаги ҳақиқатларнинг шунчаки йиғиндиси эмас, балки ҳақиқатлардан муҳимлари дарсликда ўқувчилар томонидан осон ва ишончли қабул қилиниши мақсадига эришишга қаратилган уларнинг тартибланган мажмуидир (Больцано, 2003. С. 54).

щепотребляемые (allgemeinbrauchbare) науки

³³ Поппер К. "Критик" Маркса. //Вопросы философии. -1958.-№3.- С.77

³⁴ "Имло сўзни қўллашнинг тўғрилигига олиб келгани каби, мантик фикрлашнинг тўғрилигига кўмаклашади. У фикрлашда хатоларни топишга ёрдам беради ва "...Мантик умуман, турли ибораларнинг шакллари, ...шакли, аммо аниқ мазмунни эмас, гоёлар материясини тадқиқ этади, шу маънода мантикни шунчаки расмий фан деб номлаш мумкин", деган хато хулосалардан қочишда ёрдам беради (Больцано, 2003. С. 55, 56).

³⁵ "Ўз дарслигида ёзилган ҳар бир фан ўз предметига ёки фойдаланиш соҳасига эга" (Больцано. 2003. С. 54).

³⁶ Больцано Б. Учение о науке. (Избранное). СПб: Наука, 2003. – С.57

³⁷ Блауг М. Методология экономической науки, или как экономисты объясняют : пер. с англ. Ю. В. Автономова. М.: Журн. Вопросы экономики. 2004.–С.57

According to Aristotle, this kind of illogicality can be overcome because "man possesses scientific knowledge, in which he acquires certain beliefs and principles in some sense"³⁸.

In explaining the dilemma of objective and subjective, M. Polanyi, who stated that "faith is a source of knowledge", takes a big step forward³⁹. He gives the following argument: "The inevitable feature of discovery is that no solution to the task can be recognized as a discovery, it is achieved by procedures established by certain rules. Because this procedure is variable in the sense that it can be followed step by step in reverse order and then repeated as many times as needed, like any arithmetic calculation. Accordingly, it would be necessary to exclude any strictly formalized procedure from the range of discoverable means"⁴⁰.

We can see a rational point of view in the opinion of M. Polanyi, because it is impossible to abstract from the features of individual reception and the specificity of using scientific information in the practical activity of a person. M. Polanyi does not think about total subjectivism: "Personal opinion is not independent of it, subject to non-subjective requirements, but actions controlled by individual passions, it will not be objective. It eliminates the conflict between the subjective and the objective"⁴¹.

The attempt to maximize personal profit depends on rational or, on the contrary, thinking limited in its rationality, as much as it depends on the primary or other vital needs of the subjects of economic activity. For example, neither the researcher nor the professor has the right to go through the risk of opportunistic behavior, which eliminates the subjective and objective disagreement in the form of putting personal interests above the interests of the community.

Opportunism can embody the survival style of an individual, a class or social group, or a state. Therefore, if we talk about the economic science or only about economic theory, their task does not lead to the development of a solid basis, that is, objective economic knowledge. A number of researchers have called economic science an art, which embodies the art of providing a person and society with a decent income and a fulfilling life.

If we pay more attention to the problems faced by the organizers of the educational process and the teachers of economic theory, there are some laws in its presentation in educational institutions.

First, it is necessary to study the basic economic concepts that form the economic self-awareness of the individual. They include the limitation of resources, choice, the possibility of alternative use of them, obtaining real income and other concepts that form objective economic knowledge.

Secondly, teaching the logic of economic behavior is an independent task.

Thirdly, the exact form of the presentation is determined by the ability of the teacher and the characteristics of the audience, which allows achieving the synthesis of objective and subjective in the acquisition of operational level of knowledge, skills and abilities.

If we talk about textbooks "for scientific researchers or scientists", as B. Boltsano said, then it is inevitable to direct science and teaching to its previous frontier, that is, to the works of Nobel laureates and other famous researchers and authors. As already mentioned, studying the history and methodology of economic thought is necessary. Today, it is impossible to underestimate the importance of A.

³⁸ *Аристотель*. Сочинения в 4-х томах. М.: Мысль, 1978. Т.2. – С.54-55, 175

³⁹ Полани М. Личностное знание: на пути к посткритической философии./Пер. С англ. –М. Б.Гнедовского. –М., 1985. – С.277

⁴⁰ Полани М. Личностное знание: на пути к посткритической философии./Пер. С англ. –М. Б.Гнедовского. –М., 1985. – С.180.

⁴¹ Полани М. Личностное знание: на пути к посткритической философии./Пер. С англ. –М. Б.Гнедовского. –М., 1985. –С.300

Marshall's work "Principles of Economics", but not everyone teaches microeconomics according to it. The textbook "Microeconomic Theory" by Andrew Mas-Colella, a branch of economic science, is necessary for scientists and teachers, and it is necessary to take into account the light mastering of the student who is not sufficiently prepared. "Textbooks for business people" are studied more in the master's degree in economic specialties. Based on the concepts of theoretical economics, it (and other similar disciplines) envisages practice-oriented teaching, including cases and knowledge from the authors' personal experience or references.

Second-level textbooks can be selected by a specific teacher based on his/her knowledge of the field of knowledge and mathematical methods of proof, conceptual apparatus and aptitude for those who believe that they are capable of entrepreneurship or business activity. The above-mentioned manual differs in the size of the defensive line, and it has a high percentage of personal knowledge. The textbook of N.V. Pakhomova and K.K.Richter, published later (20 years later), places a high emphasis on the concept apparatus, where cases and expertise are largely taken from English-language publications. For textbooks that form the initial level of economic thinking, it is important to prepare the author to analyze the economic situation using the minimum set of concepts and mathematical calculations. For example, the concept of a commodity as a unit of consumption and labor value, which is traditional for the economic education of the country, is contrary to its modern interpretation: "It should be noted that time (and place) can be included in a certain commodity. Strictly speaking, today and tomorrow bread can be considered as different commodities. In addition, if we are dealing with decision-making under conditions of uncertainty, it is more convenient for us to interpret bread as different goods "under different conditions of nature"⁴².

The paradox of education has arisen, and its poles are, on the one hand, support for the formation of specialist knowledge, abilities and skills, and on the other hand, support for the unique requirements for the development of his creative abilities. Resolving this conflict involves transition to a state of scientific-pedagogical process that synthesizes worldview and logic, theory and practice, solid foundation of conceptual system and personal perception of the world.

Another problem is related to the systematic composition (political-economic) or limited expansion of the economic theory, focusing on the classifier that focuses on:

1. determining the image of structural relations (between individuals, social groups, classes);
2. mathematical accuracy in justifying the economic decisions of the subject of economic activity.

Conclusions

1. The general use of the concept of "Economic theory" in Uzbek language literature needs to be clarified. The development of specific sciences, for example, theoretical physics (for quantum mechanics, relativity theory, etc.) shows that, firstly, in each field, for example, in natural science, there is a large number of different theories, and secondly, there is a common basis for these theories.
2. The use of the concept of "theoretical physics" introduced by Y. Schumpeter, which emerges as a set of economic-theoretical knowledge and unites various economic theories based on a single approach, is supported.
3. The study of micro- and macroeconomics is often viewed as a form of career guidance that requires additional time. New institutional economic theory draws a line between general and special assets, one of which is redeploy able and the other largely non-disposable. This poses the problem of priorities in the process of studying the theory of economics; it indicates the importance of basic economic concepts and the economic structure of social production.

⁴² Мас-Колелл и др. Микроэкономическая теория. –М.: Дело, 2016. - С. 23

4. Microeconomic theory deals with sets that can be expressed in a system of differential equations that take into account the limited expansion of utility quantities of consumed products. This creates the methodological basis of a systematic approach.
5. L. von Bertalanffy mentions the "dialectic of Marx and Hegel" as one of the streams of the general theoretical system (General theoretical system). This makes it possible to describe the relevant research direction as a systematic-structural approach. From this point of view, classical political economy, which many economists consider the beginning of economic science, is of interest.
6. If the theoretical economy forms the solid foundation of economic science, then its protective shell is formed by personal knowledge that forms the way of economic thinking.

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