

National Financial Literacy Improvement Strategy

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ABSTRACT: In modern conditions of the expansion of the use of financial services, the complication and emergence of new, difficult to understand financial instruments, the issues of financial literacy of the population have become extremely relevant for most countries of the world. Ensuring personal financial security is becoming an important factor in the economic well-being of people.

KEYWORDS: Financial literacy, financial education, fundamentals of financially literate behavior

Introduction

In many countries of the world, the awareness of the need to improve the financial literacy of the population has led to the formation of national strategies or programs for financial education. The main factors are: the economic crisis, during which the relevance of the rational use of financial resources increases with a clear decline in the cost of savings; complication of financial services offered on the market; the discrepancy between the financial knowledge of the population and the dynamically changing financial market. In addition, in the period of instability and low predictability of the development of financial markets, the importance of the population gaining access to reliable and reliable information about financial services and protecting their rights as consumers of financial services increases.

About 60 countries are already developing or implementing national financial literacy strategies. Each state sets a specific goal and determines the expected end results in the formation of such a strategy. Some countries (Canada, Spain) strive to help citizens understand the increasingly complex financial services and protect consumer rights, while others (Brazil, USA) consider increasing the financial literacy of citizens in the context of increasing the competitiveness of the entire national economy. Still others (New Zealand, Great Britain) see their goal in changing psychological attitudes in the field of personal financial behavior of citizens.

In many countries, national financial literacy strategies are being implemented that target all consumers of financial services and seek to reach the broadest segments of the population. At the same time, priority target groups are identified in the national strategies of almost all countries. As the analysis of international experience shows, most often preference is given to such target groups as students of schools and higher educational institutions; working population; citizens of pre-retirement and retirement age.

One of the main roles among international organizations involved in the process of improving financial literacy is played by the OECD and the International Network on Financial Education (INFE), established in 2009, which in 2012 issued the High-Level Principles on National Strategies. financial education. In addition, a Guide to Implementing National Financial Education Strategies was prepared in 2015, building on the successful experiences of a number of countries.

The world experience in organizing interaction between parties interested in implementing a national strategy has shown the need for a proper delineation of areas of responsibility between the relevant state bodies, as well as other participants, establishing a rational distribution of responsibilities for all stakeholders, as well as managing potential conflicts of interest. The OECD / INFE Guidelines for Private and Non-Profit Stakeholders in Financial Education contains key criteria for engaging commercial and non-profit participants, such as objectivity, quality of educational resources, and teacher qualifications. These approaches form the basis of this document.

In 2008, within the framework of the activities of the Commonwealth of Independent States (CIS), the CIS Economic Development Strategy for the period up to 2020 was adopted, which provides for the provision of equal opportunities for the citizens of the member states to protect consumer rights. In this context, in most of the CIS member states, including the Republic of Armenia, the Republic of Belarus and the Republic of

Kazakhstan, active work is underway to inform about the rights of consumers of financial services and improve the financial literacy of the population.

Thus, international practice shows that in modern conditions, serious and purposeful changes are needed in the field of increasing the financial literacy of the population. The initiator of these transformations is the state through the approval of the National Strategy for Increasing the Financial Literacy of the Population and the involvement of state executive authorities, local self-government bodies, financial organizations, public and private organizations and other interested parties in its implementation.

A low level of financial literacy negatively affects the personal well-being and financial potential of households, worsens the resource base of financial organizations, hinders the development of the financial market, slows down investment processes in the economy and leads to a deterioration in the socio-economic situation of the country. The conducted research and analysis of the opinions of the expert community show that the Russian consumer of financial services is characterized by the attitudes of financial behavior associated with the assignment of responsibility for personal financial decisions and financial risks to the state (paternalism), the passive attitude of the population to control over personal finances, and a low level of financial discipline. ...

These attitudes are mainly the result of two groups of problems:

The first group of problems is associated with the fragmented nature of teaching the basics of financial literacy in educational organizations, the lack of clear and accessible curricula and educational materials for all segments of the population (primarily for schoolchildren and students), and the lack of qualified teachers of the basics of financial literacy. This entails a lack or lack of skills and competencies necessary for effective management of personal finances, making an informed choice of financial services, interacting with financial institutions, bodies and organizations that protect the rights of consumers of financial services.

The second group of problems is related to:

- the lack of a mechanism for interaction between the state and society, which ensures an increase in the financial literacy of the population and the development of financial education of citizens;
- imperfection of legislative and regulatory support;
- the lack of a clear distribution of powers and responsibility for making financial decisions, both at the level of an individual and at the level of financial market participants;
- low awareness of the protection of consumer rights and pension rights of citizens;
- insufficient level of resource (financial, qualification and personnel, information technology) provision of the necessary programs and activities.

Educational direction

To develop competencies in the field of financial literacy for all age groups and target groups, it is necessary to continue the development and implementation of educational programs for preschool, primary, basic, secondary, higher, secondary vocational, additional levels of education, including taking into account the results of the OECD international study on the assessment of educational achievements of 15-year-old students in financial literacy (Program for International Student Assessment, PISA).

Work will continue on the creation and implementation of programs and methods for interactive teaching of students, the development of digital educational resources, online games for financial literacy, specialized information and educational mobile applications on the basics of financial literacy, as well as the organization of online Olympiads for schoolchildren.

All training manuals being developed should be presented in an accessible form, comply with the regulatory requirements for educational and methodological materials, with examples and analysis of problem situations of various types of consumer behavior in the financial market. Educational and methodological materials should be updated taking into account the development of the financial market and changes in the legislative and regulatory framework. All information materials must meet the requirements of objectivity,

independence and reliability, take into account the specifics of target groups and not contain signs of hidden advertising.

It is necessary to introduce into practice new methods and forms of financial education based on advanced information and communication technologies. At the same time, for target groups (first of all, persons of retirement and pre-retirement age), when implementing the Strategy's measures, it is necessary to provide for the availability of training in computer skills, including distance learning, in combination with educational programs to improve financial literacy.

As part of the implementation of the Strategy, it is required to provide training in the required number of teachers, methodologists, tutors, administrators of educational organizations in the field of financial education, including on the basis of the federal and regional methodological centers for increasing the financial literacy of the population that are being created. To prepare them, it is necessary to ensure the development, testing and updating of professional development programs for teachers, introducing educational programs and materials on improving financial literacy into practice. When introducing financial literacy courses into educational practice, it is necessary to provide for the development of control and measuring instruments for assessing the knowledge gained and regular testing on the basics of financial literacy.

Informing the population about the issues of financial literacy and ways to protect the rights of consumers of financial services

When choosing priority topics for informing the population, the following main aspects are taken into account:

- formation of a culture of responsible financial behavior among the population, control of expenses and income;
- creating motivation for medium-term and long-term savings, the optimal ratio between credit debt and household income, taking into account the specifics of planning at various stages of the life cycle;
- increasing the interest and motivation of citizens to acquire new knowledge and skills in the field of financial literacy, awareness of its importance and practical benefits for personal and family financial well-being, the formation of a sense of personal responsibility for their financial behavior;
- conscientious attitude to the choice of financial products, understanding of the peculiarities of the execution of transactions and contracts for the receipt of financial services, the need to compare different options for financial products when making a decision;
- protection of consumer rights in the financial sector: the main types of financial products, consumer rights and the foundations of legislation, the process of compensation for damage, as well as informing about organizations exercising supervisory functions and control;
- increasing interest and motivation to gain knowledge in the pension sphere and motivation to independently form pension savings.
- A prerequisite for the formation of an effective mechanism for the implementation of the Strategy is the creation of a monitoring system for the discussion, launch, implementation progress, intermediate and final results of the Strategy, based on the use of:
 - a set of qualitative indicators (indicators) for assessing the level of financial literacy of the population that meet the recognized requirements of their development, namely, adequacy, accuracy, objectivity, reliability, unambiguity, efficiency and comparability. The selected indicators should allow assessing the solution of the Strategy's tasks and provide the basis for the formation of development targets.
 - a set of quantitative indicators that demonstrate the level of activity of various stakeholders in achieving their goals (the number of educational organizations conducting classes on financial literacy; the number of public events and publications in the media on the topic of financial literacy, etc.).

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