

MODIFICATION OF ECONOMIC EDUCATION DURING THE PERIOD OF RENEWAL OF THE METHODOLOGY OF TEACHING ECONOMIC SUBJECTS

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Abstract

The article presents new concepts about the process of improving the methodology of teaching economic subjects and improving the quality of students' economic knowledge, presents an author's list of methods of teaching economic subjects. The following research methods were used: formalized method of analysis and analysis of methodological developments, systematization and synthesis of data.

Keywords: Higher education, educational program, students, economic subjects, teaching methodology, quality of knowledge.

Introduction

In modern market conditions, the systemic transformation of Russian society gives a special place to economic disciplines that form the economic worldview of citizens. The systematic improvement of the quality of economic education in general, and the methodology of teaching economic disciplines in particular, undoubtedly seems to be urgent. In the conditions of the two-tier education system in the Russian Federation, the theoretical training and dogmatic practical orientation of graduates of economic disciplines are absolutely unacceptable. In this regard, the role of the teacher in the educational process, the use of modern educational technologies and their continuous improvement are of particular importance. The above circumstances determine the relevance of the topic of this study. This study substantiates the need for continuous improvement of an integrated approach to teaching economic disciplines, systematizes the



experience of teaching economic disciplines in Russian higher education institutions.

The transition to the Russian language is completed, the transition to a two-tier system of education and the introduction of the European education system cannot be created without ensuring the principle of openness of education and bringing education programs in line with international standards. Making economic decisions is impossible without mastering economic sciences. [1, p. 8]. In the context of teaching, economic sciences, the competent presentation of the theoretical complex of economic knowledge, taking into account national and cultural characteristics, as well as the analysis of specific phenomena of the national economy or the economy of a constituent entity of the Federation in general, is no longer enough. In the conditions of the transition to a two-tier education system, the problem of changing the role of the teacher in the educational process has become acute. There is a need to restructure the teacher's workload by reconsidering the ratio of classroom and extracurricular work, which will entail significant changes in the methodological component of the educational process.

At the same time, professors and teachers of higher educational institutions pay special attention to the use of such teaching methods as the case method (situation analysis), discussion, and business games. In their opinion, these methods have a number of advantages in the context of teaching economic subjects. Thus, the use of the business game method helps students develop the skills of modeling their behavior in specific life situations, that is, the student is given the opportunity to apply the theoretical knowledge acquired during the educational process in practice. The case method is aimed not at formally conveying ready-made knowledge, but at forming the ability to systematize the accumulated knowledge and developing logical thinking in students. In the context of a two-tier education system, higher educational institutions flexibly respond to the needs of the educational services market, strive to provide high-quality training for future specialists, and provide them with a sufficient level of theoretical knowledge and professional skills. Thus, the teaching practice of the departments of finance and credit and other economic directions of the Maykop State Technological University has long proven to be positive for students, including lectures, practical, seminar and laboratory classes, independent work of students, constant consultations, tests, including evaluation, exams, and forms of conducting classes

in various economic disciplines. It is worth noting that modern economic education cannot be implemented without the use of the latest information technologies (word processors, presentation graphics, databases, spreadsheet editors, electronic reference books, software, virtual models, etc.). The use of information and communication technologies in the process of teaching economic disciplines allows professors and teachers of the relevant departments to constantly improve teaching aids using digital teaching aids, photo and video materials, presentations, interactive models, training programs, etc. Summarizing the research work conducted, as well as based on our own accumulated experience, we present an author's classification of active and interactive teaching methods in higher education institutions:

Active teaching methods:

- a problem lecture, during which the teacher not only presents text material in the form of ready-made sentences, but also draws attention, asks questions on problem areas in the economic sphere, leading students to logical thinking;
- a lecture-consultation, questions that form the ability of students to formulate and ask relevant, concise questions;
- an illustrative method of economic presentation, which involves the use of tables, infographics, graphs, diagrams, maps, developed on the idea of grouped data drawings. The most effective way to teach students of a visual type of information perception;
- a demonstration method that allows you to show economic processes and phenomena in dynamics using animation, digital images and video clips. Based on the introduction of audio, visual and associative memory mechanisms. Provides the opportunity to timely cover events in the economic life of the world society. Effective in combination with the use of conversation and brainstorming methods;
- the method of using educational portals, electronic educational resources, electronic library systems, scientific networks specializing in economic and financial issues;
- case technologies based on simulated or real analysis of economic phenomena, situations and the search for solutions. The cases are based on real facts, material or close to the real situation;
- the method of concretization of the situation;

- the type of case method, which involves modeling a specific situation using software capabilities and electronic information and educational systems of universities [3, p. 276];

- the simulation method based on the use of economic and business simulators in the educational process (“Capitalism”, “Ttuck Simulator”, “Rise for Industry”, Education Bank, etc.);

- the method of didactic games, designed to form an economic worldview and thinking, having a strict algorithm for completing game tasks, not providing for creative activity and interaction of students. Basically, didactic games are the methodological developments of teachers themselves; - training based on the use of educational programs and software products, tools and complexes in business planning (PlanGuru, Alt-Invest, Project Expert), taxation (Tax Calculator, Taxpayer FL, Taxpayer LR, Electronic Taxpayer Report, Inquiry System).

Preparation of a set of electronic documents for state registration, a program for preparing documents used in the registration of individual entrepreneurs, customs (TS-NP exchange), accounting (1C. Accounting), banking (Virtual ATM, Bank Manager, Cashier Simulator, etc.), etc.; - online tests on a specific economic topic.

2. Interactive methods:

- lecture-discussion, development of critical thinking of students; activation of perception of lecture material, promotion of its in-depth study;

- brainstorming, representing a flow of questions on a given topic economic direction, obtaining answers to the given questions, analysis proposals and ideas on a given topic economic profile;

- blitz-survey, assistance in mastering terminology economic direction, allowing you to organize a search for key terms and problems on a given topic;

- imitation method based on the use of imitation games in the educational process (“Monopoly”, “Cash Flow 101/202”, “Against Monopoly”, “Economicus”, etc.);

- business role-playing method, which formalizes the educational process in the form of a game of imitation of an economic situation. imitation of a conflict situation from the financial and economic activities of any enterprise;

- aquarium method, which involves holding a kind of economic reality show, where the players are 4-5 people, and the rest are students acting as spectators, watching from the sidelines and analyzing the actions of the participants (“Smart guys and smart girls”, etc.);

- round table (discussion, debate), which allows organizing presentations of student reports, theses, their subsequent discussion and generalization of the event;
- anti-conference method, which involves organizing a conference; round table, discussion by the students themselves, if they initiate a problematic topic of an economic profile;
- Creating a scale of opinions recommended for use as an introductory exercise. The method allows demonstrating the pluralism of opinions on the economic topic being studied, giving students the opportunity to express their opinion, defend their point of view and apply it in practice. Effective when discussing the current economic situation in the country or other countries;
- POPS formula, the student's development of his own position on the economic situation, substantiating this position, giving examples and facts confirming this position and drawing conclusions as a result;
- project-based learning, which has proven itself as an effective interactive method of teaching economic subjects;
- master classes with the involvement of representatives of potential employers, which allow not only to improve skills and abilities in the economic field, but also to use them in subsequent employment.

It can be concluded that, taking into account the strengthening of relations between educational organizations and business entities - potential employers - in market conditions, both within the framework of the formation of the educational program and in the process of its implementation, higher educational institutions should study the demand for specialists with various qualifications, and produce specialists who are clearly in demand in the labor market. Thus, on the one hand, the education system, taking into account the requirements of employers and focusing on satisfying their needs for personnel, on the other hand, interested business entities will have the opportunity to influence the quality of training future specialists. It is worth noting that the use of new educational technologies in the educational process in the teaching of economic disciplines requires the immediate resolution of a number of problem areas. In this regard, there is an urgent need to strengthen the motivational interest of the teacher, improve his working conditions, and restructure the educational load. [4]

These innovative achievements undoubtedly imply a spectral expansion of the practical competences of bachelors and masters of economics in the realities of Russian higher education. [58]

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