

## THE USE OF NEW TECHNOLOGIES IN TEACHING ECONOMIC DISCIPLINES

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### ABSTRACT

The article discusses the need to study economic sciences and the effectiveness of the use of modern technologies in teaching economic disciplines. It is also described the main methods of training which undergone some changes in terms of influence of scientific and technical progress and requests of the real sector of the economy.

**Keywords:** economic education, economic knowledge, pedagogical technologies, practical skills, teaching economic sciences, methodology, project method, business games.

The effectiveness of teaching economic sciences is largely determined by the method of teaching the discipline, which involves teaching a particular academic subject. The role and importance of methodology in the field of economic sciences in modern conditions is constantly increasing. Economic education responds to changes in social development. Therefore, the problem of improving the methods of teaching economics and other economic disciplines becomes very relevant.

Economics is a very complex subject. During the study of special subjects, students come across when doing term papers, projects where feasibility calculations and justification of selected network elements, circuits and equipment are carried out, which is important for the country's economy.

The economy must answer the questions: what to produce, how and for whom. Students should have a clear idea of what kind of specialists they will become in the future, having this profession.

In practice, along with traditional teaching methods, such as lectures, seminars, independent work of students, non-traditional methods are also widely used. Their essence is to organize the educational process in the form of a dialogue, which will help students learn to express their thoughts, analyze and independently model problem situations and find effective ways to solve them. Such methods allow to improve the level of education, develop students, form skills and abilities that will be used by them in their future professional activities.

The project method in education in our time is considered as an alternative to the traditional system [1, p.82].

The new pedagogical technologies of active learning include: business games, simulation tasks, project-based learning, performing creative tasks. As well as work in small groups, conducting debates and discussions, simulating situations, situational analysis, case methods, brainstorming, seminars, lectures, consultations, computer technology. Simulation tasks are the easiest way to organize cognitive activity in economics lessons. The cognitive mental activity of students is activated by economic dilemmas.

Various methods are used as innovations in the teaching of economic disciplines. One such method is the project method. Innovative educational project activity is an effective form of

organizing the educational and educational process, aimed at the individual development of cognitive interests and creative abilities of students. This method involves mastering the technology of presentation of various creative works.

The criteria for evaluating completed projects include:

- compliance with the requirements for the design of the work;
- completeness of disclosure of the topic;
- the amount of information used that goes beyond the scope of the program;
- novelty, scientific and practical significance of the results of the work;
- volume of used literature;
- logic of presentation, persuasiveness of reasoning, originality of thinking, clarity of structuring the work;
- accessibility, consistency and freedom of public presentation of the content and results of the study;
- understanding the essence of the questions asked, reasoning, conciseness and clarity of answers [1, p.83].

Common innovations in the teaching of economic disciplines include various cognitive and educational games where situational problems are solved. The game is a way of practical development of economic theory, economic relations. With the help of games, you can simulate the real processes that occur in the economy. The main advantage of educational games is the ability to apply theoretical knowledge in practice. When using this method, the productive and transformative activity of students prevails. Educational games are characterized by alternative and multivariate solutions to problems, from which it is necessary to make a choice of the most rational solution. Business games in the classroom are currently quite widespread and are used in the study of those topics that are related to the economy and new forms of management in market conditions.

The effective implementation of the educational process requires the targeted use of interactive teaching methods: test tasks, specific situations, knowledge of economic laws, in order to analyze the contradictory processes of market transformations on the basis of theoretical provisions.

Lessons - lectures are best done in the form of a conversation with elements of discussion, brainstorming, exchange of opinions, which allows you to involve students in a conversation in a collective study of the problem, exchange of views. This method is effective in the study of complex and voluminous material. A group of students can be divided into small subgroups and offer certain economic problems and situations for consideration. For example, the causes of unemployment, the economic crisis in the world, the consequences of devaluation, etc. Students are encouraged to understand the problems of a particular economic phenomenon and provide objective conclusions. The advantages of the method of educational discussions are not only the consolidation of the material, the use of students' own experience, the ability to use knowledge from one area to another, but also the development of communication skills, team spirit, independent thinking. This method also helps students to be proactive, generate a large number of ideas, independently calculate economic indicators.

The use of the above methods in teaching economics somewhat changes the role of the teacher himself: he ceases to be an authoritarian and the only source of knowledge, and becomes a leader and assistant to students in the educational process.

Thus, the use of modern technologies in teaching economics shows the possibilities of academic disciplines and is a necessary condition for the process of forming the professional competencies of future specialists [2, p.113].

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