

METHODS OF TEACHING ECONOMIC DISCIPLINES IN HIGHER EDUCATION SYSTEM

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Annotation

The article deals with the issues of economic education in higher educational institutions and modern requirements for teaching economic disciplines.

Key words: economic disciplines, teaching methods, education level, test control.

The problem of economic education in higher education institutions, as well as the problem of higher education in general, is revealed in various aspects. Most of the humanities disciplines, unlike the natural sciences, react very keenly to the changing dynamics of social life. To no small extent, this also applies to economic education. Nevertheless, whatever the circumstances, higher education has always stood out for its stability, thoroughness and solidity.

Translated with DeepL.com (free version) One of the urgent at the present moment is the problem of methodology of teaching economic disciplines. In the conditions of reforming the system of higher education, more and more attention is paid to students' independent work.

This article analyzes the main directions of development of higher economic education in Russia, and pays special attention to the methodology of teaching economic disciplines.

It is well known that teaching methods determine the effectiveness of the educational process. However, the transition to test-based control of students' mastery of the content

of disciplines and the use of standardized methods significantly reduces the role of the teacher in the learning process. At the same time, the degree of training and the effectiveness of education are in direct dependence on the interaction between teacher and student.

Both teacher and student should approach the learning process creatively. It is very important for a student to learn to navigate freely not only in simulated, but also in real economic processes. It is necessary to get away from the so-called template training, when students are "trained" to solve a certain type of problems, and the formation of their economic thinking is sacrificed to the number of considered problems.

In the training of students, not the least role is played by independent work, because it is the development of their personal search skills in the implementation of control, term papers and essays on economic disciplines, the use of methodological materials and educational literature will give a tangible result, especially with the active introduction of the Internet in the educational process. Communication between students and teachers with the help of the Internet moves not only in space, but also in time.

Paying attention to the set of special courses and economic disciplines of students' choice, it should be noted that it should not be an end in itself, because any choice should coincide with the main direction of training. It should also be noted that alternative disciplines, which are in the block of the curriculum as disciplines of choice, should be formed at an equivalent level of complexity.

It should be said that the role of methodology in the modern world is not only not decreasing, but also constantly increasing, so the very content of economic disciplines depends on what kind of methodology we apply. This can be indicated by the following points presented in Fig. 1.

Consequently, methodology is not only a science and academic discipline, but also a valid lever of comprehension of modern economic reality.

The methodology of teaching economic disciplines is designed to ensure clarity and accessibility of presentation of material, as well as a high theoretical level of teaching, because it is inextricably linked with the content of economic science and its methodology.

The relationship between methodology and teaching methodology can be seen in many examples. Thus, for example, an untested methodology will certainly have a negative impact on the level of lectures and seminars.

Teaching of all economic disciplines is based on general methodological requirements. But for training in certain disciplines requires its own, special, methodology, which will be able to reflect the specificity of the content of the subject. Thus, the methodology conveys the inherent and dialectical combination of the general, special and singular. Methodology is designed to ensure the realization of the most essential principles of didactics in the sequence presented in Fig. 2.

The scientific foundations of methodology permeate all links of educational work.

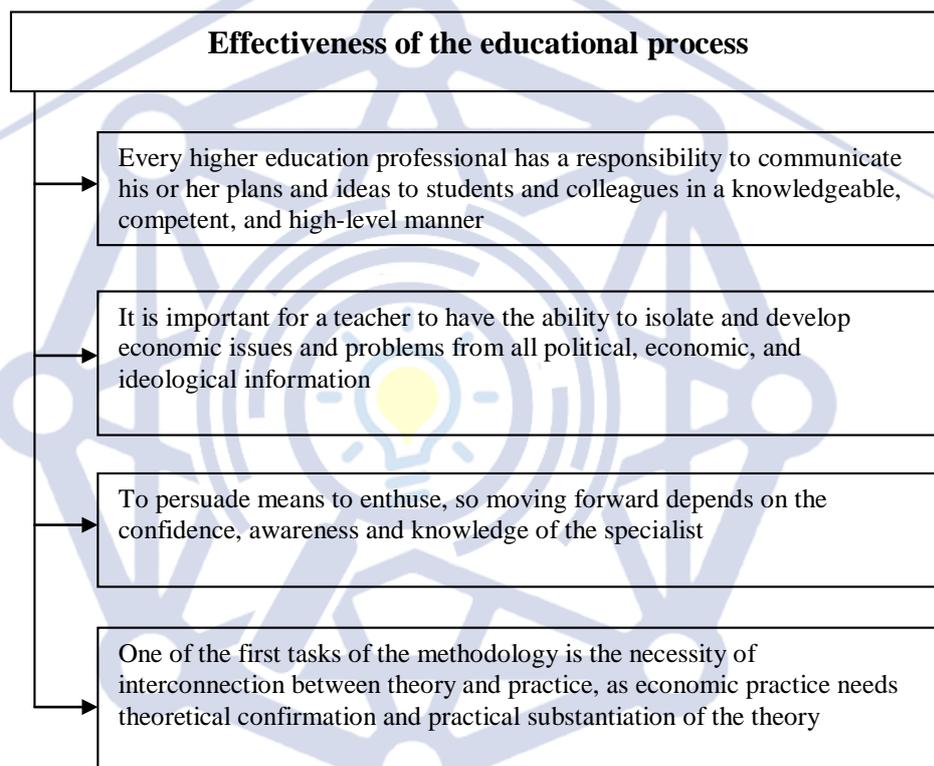


Fig. 1. Efficiency of the educational process

The following forms of educational process in teaching economic disciplines have been formed in university educational practice for a long time: lectures, seminars, independent work of students, consultations, credits, exams, various forms of extracurricular work.



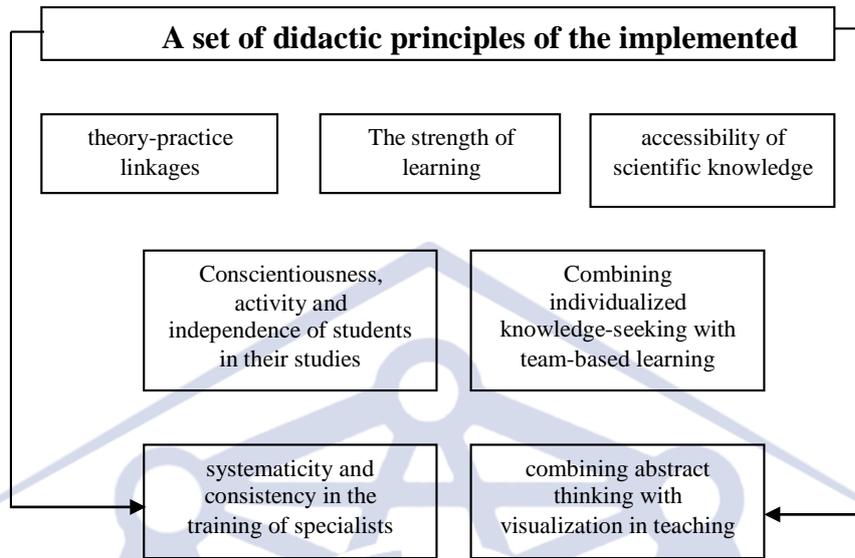


Fig. 2. Set of didactic principles of the implemented methods

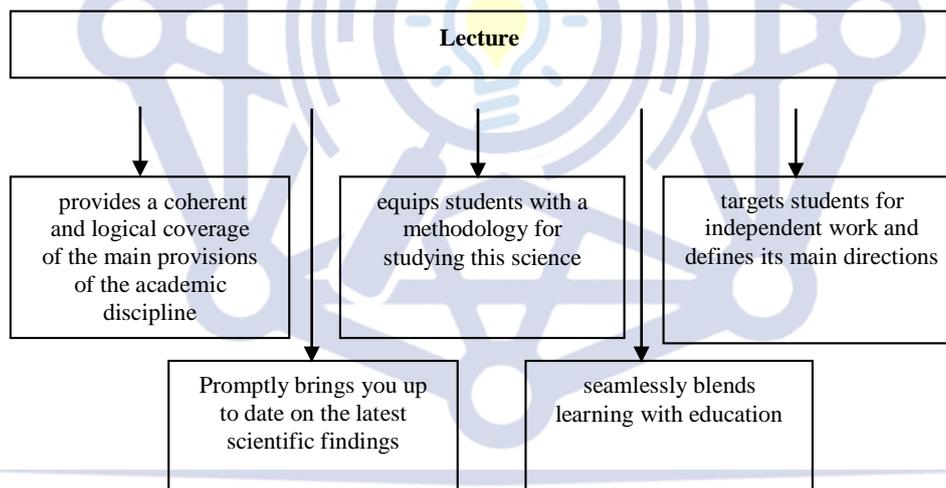


Fig. 3. Pedagogical requirements for lecture content

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Let us consider the lecture form of teaching. It has a number of advantages, presented in Fig. 4.

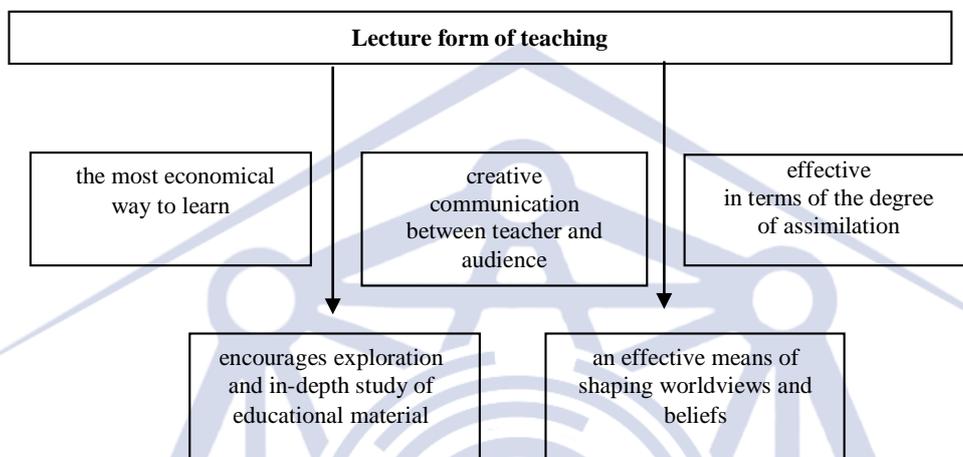


Fig. 4. Advantages of the lecture form of teaching

From the methodological point of view, it would be wrong for some departments to disconnect separate parts of the educational process, since none of them can replace the others. The most essential requirements for a lecture are shown in Fig. 3.

However, the lecture has its disadvantages, for example: it accustoms to passive perception of other people's views and opinions, which inhibits independent thinking; it discourages the taste for independent work; many students mechanically write down the lecturer's words, not having time to comprehend them; it provides only minimal feedback from the student to the lecturer.

There is some truth in the arguments of opponents of lectures, but at the same time, as the experience of higher school shows, the refusal of lectures leads to a decrease in the scientific level of students' training, violation of comprehensiveness and uniformity in their work. In view of this, the lecture continues to be the main form of organization of the educational process in higher education. With the right methodology and appropriate construction of the lecture course, these shortcomings of the lecture form can be overcome.

The leading place of the lecture in the learning process is determined by the fact that:

- course of lectures on the subject conveys its main content;



- lectures determine not only the essence, but also the professional and theoretical orientation of the entire educational process;
- the direction, content and effectiveness of other forms of learning process depend on lectures.

This is supported by the fact that lectures account for at least 50% of the time of each economic discipline.

Modern educational lectures are usually divided into three types: review, problem and subject lectures (Fig. 5)

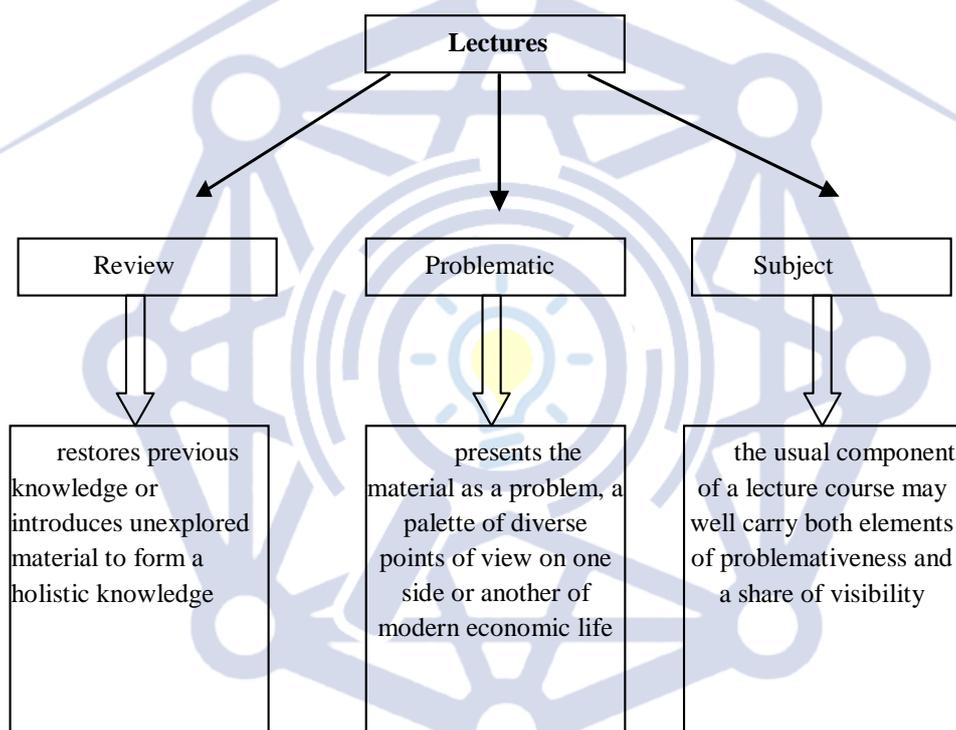


Fig. 5. Overview, problem and subject lectures

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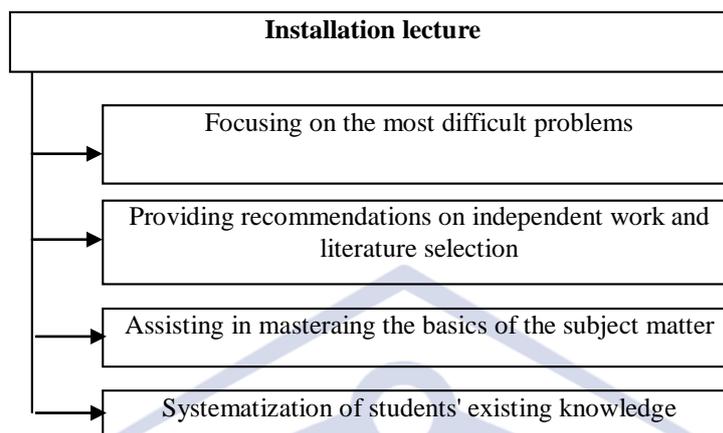


Fig. 6. Objectives of the introductory lecture

To the maximum extent, the features of a review and a subject lecture are combined in introductory lectures, read most often for part-time students. The main tasks of the installation lecture are shown in Fig. 6.

However, however different the form and type of educational lectures may be, they are united by their common content requirements:

1. Scientific impeccability.
2. Going beyond even the most recent and successful textbook.
3. Stimulating independent thinking.
4. Literacy and logicity.
5. Brightness and persuasiveness.

The lecture should provide the main focus for independent work or summarize the study of issues by students, give an overview that would help to systematize knowledge and accumulated information to later draw certain conclusions based on it.

What is the place of practical training in the educational process? The place of the seminar in the system of the educational process can be defined by the following features:

- firstly, from 1/3 to 1/2 of the total time allocated to the study of economic disciplines is allocated to seminars and practical classes;
- secondly, seminars of all forms of educational work provide the most convenient

ways for thorough study of economic theory, development of independent creative thinking in students;

- thirdly, it is with workshops that the pedagogical work of young teachers begins;
- fourth, the success of the workshop depends not only and not so much on the instructors as on the students.

It seems to us that the main functions of the workshop (in order of priority) can be outlined in the following sequence (Fig. 7).

Preparation for practical training for students includes not only collecting information and materials for reports, but also a thorough study of the topic and lesson plan with an understanding of its goals, objectives and methodological features. All questions in case of problems with the preparation students can ask the teacher at consultations, which are held both in groups and individually.

Practical work on mastering certain material can be accompanied by business (role-playing) games and solving various economic situations with the help of a computer, as well as by excursions or meetings with practitioners, teachers and students of other universities.

A business game can consist in solving various economic problems, with real problems identified in them, which are as close to reality as possible. Students should analyze the situation, discuss the essence of the problem and propose possible solutions, and choose the best of them. The work should involve as many participants as possible. Special computer programs can be used for this purpose. Since not all students at the practical training session are ready to immediately get involved in the game, it is not superfluous to conduct a warm-up first, and then encourage students for active participation in the work. Particular attention should be paid to the number of participants involved in the business game - they should not be more than 20 people, as well as the rules of conduct, as all participants should be tolerant of any point of view and respect the right of everyone to freedom of speech.

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The main functions of the seminar

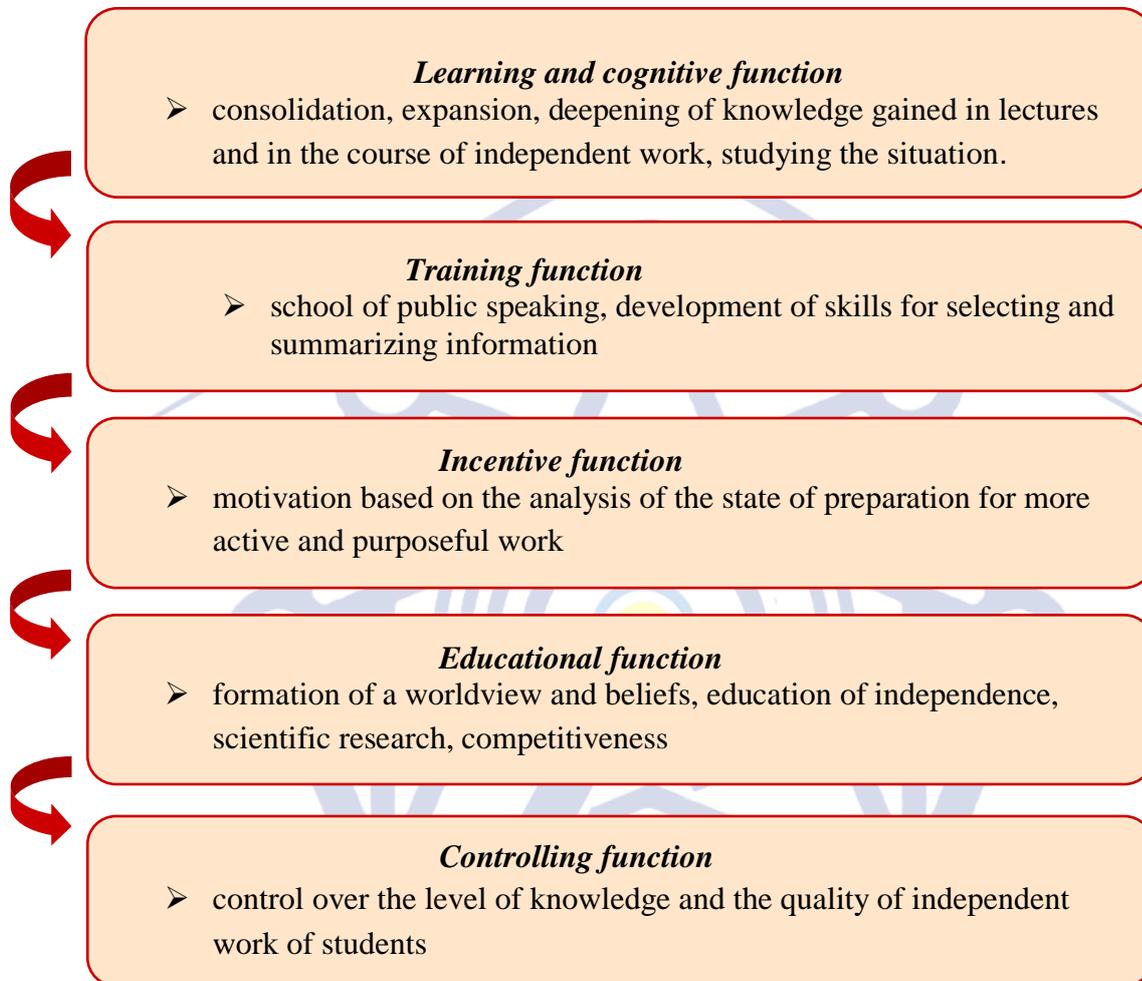


Fig. 7. Main functions of the workshop

Thus, a practical training session or seminar provides an opportunity to exchange opinions in a free environment, to clarify not completely clear and assimilated, as well as to independently study the recommended scientific literature.

One of the important parts of the educational process is the current and semester control of academic progress. Detailed consideration of the results of the control allows to fully assess the educational process in a given institution of higher education. The semester control allows:



- encourage students to work independently;
- to minimize the number of unexcused absences by students;
- to reduce the student's psychological burden when preparing for an exam or credit;
- improve feedback to further improve the learning process and teaching methodology.

➤ Столь многообразные функции контроля выдвигают и многоплановые требования к нему (рис. 8).

According to types and forms of control is divided into:

- current (seminar, practical training, test session, test paper);
- intermediate (individual interview, credit, exam if it is not the only one);
- final (final exam on the subject, state exam, thesis defense).

According to the methodology of carrying out the control can be:

- oral (oral questioning method);
- written (through written responses);
- in the form of defense of developed abstracts;
- in the form of a business game.

The correct method of control encourages the student to study more information and improve himself.

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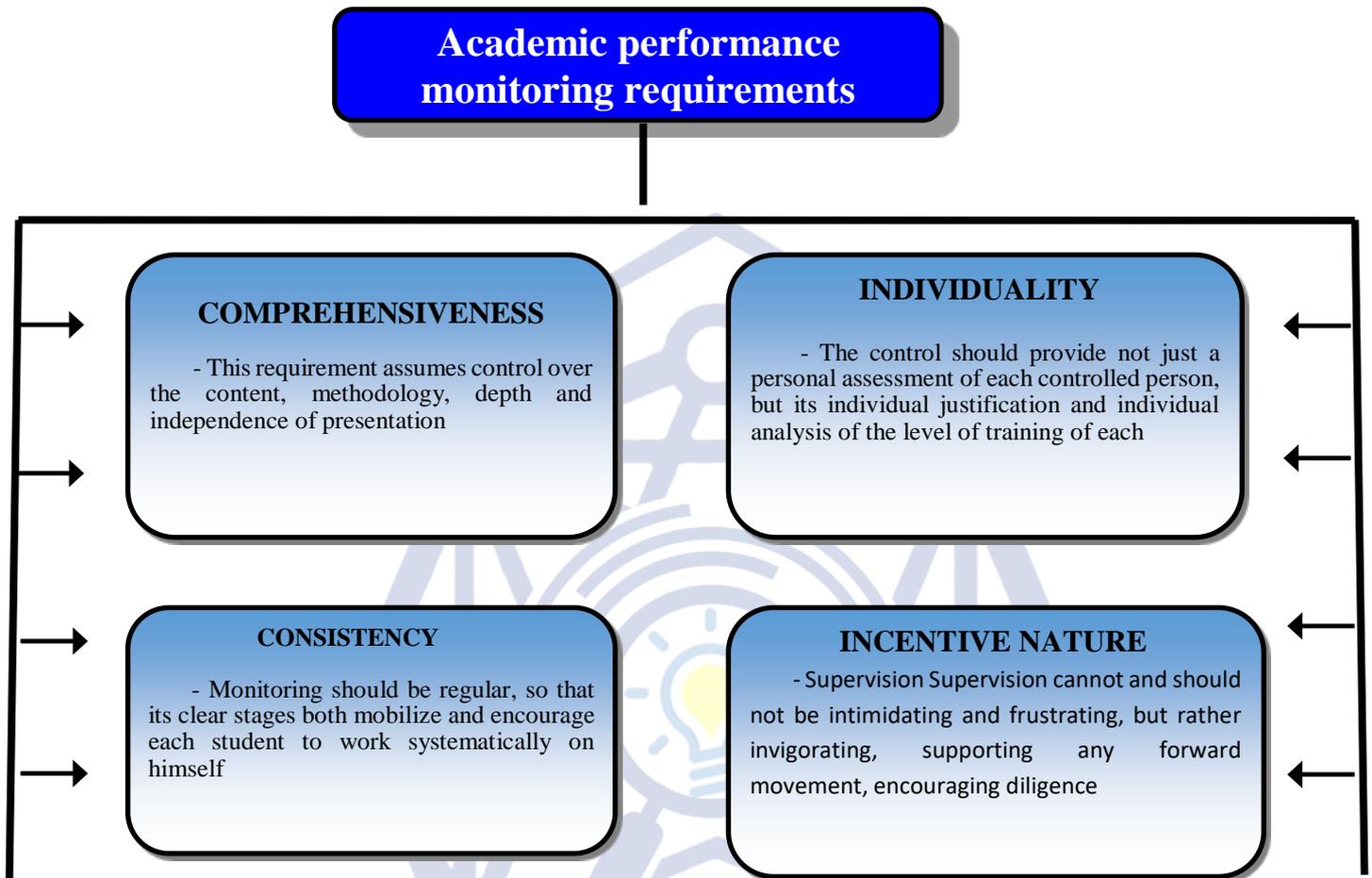


Fig. 6. Requirements for the control of learning progress

Summarizing, we can make the following main conclusions about the system of modern requirements to the quality of teaching quality of economic disciplines:

1. The effectiveness of the educational process is largely determined by the teaching methodology.
2. Methodology is a branch of pedagogical science, which studies the regularities of teaching a certain educational subject(s).



3. The subject of teaching methodology is the very process of teaching a certain academic discipline.
4. At the moment lecture is the leading form of educational process in higher education, determining its content.
5. A practical training session or seminar is the result of an independent study of the recommended literature, allows in a free environment to exchange opinions, to clarify not yet fully clear and assimilated.
6. The role of independent work in higher education is growing.
7. Quality organization of control is the key to stimulating the student to obtain the necessary knowledge.

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