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USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING ECONOMIC DISCIPLINES

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ABSTRACT

The article covers issues such as the teaching of economics in vocational education institutions, the content of the use of pedagogical technologies in their teaching. A cluster is a graphical form of organizing the presentation of information, when the main semantic units are highlighted, which are fixed in the form of a diagram with the designation of all connections between them. One of these methods is the "Fish Bone" method. This method is based on a schematic diagram in the form of a "fish skeleton", in the head of which the indicated problem is placed, the elements of the problem are written on the upper bones, the results of the study are recorded on the lower bones.

KEYWORDS: *Market Economy, Economics, Pedagogical Technology, Case Technology, Small Group Work, Creativity, Fish-Bone Method.*

INTRODUCTION

In modern economic conditions of management on the labor market, highly qualified specialists are more and more in demand who are able to carry out the tasks of their self-development and self-improvement, who are able to acquire the necessary knowledge and acquire the necessary competencies themselves. Society sets new tasks for professional education to train a modern specialist who will be not just a professional in a particular field, but a person, a citizen who has such socially necessary personal qualities as tolerance, professional responsibility, creativity of thinking, culture of health and a healthy lifestyle. life.

At the same time, a special role is assigned to innovative pedagogical technologies, since only an innovative approach to the process of teaching and upbringing will make it possible to form students' professional competencies of a future specialist.

MATERIALS AND METHODS

In professional educational institutions (colleges, technical schools) of the Republic of Uzbekistan, for many years, he has been training specialists in economic profile, paying great attention to the quality of training students. The teaching staff of our college is constantly working on the implementation and use of innovative teaching technologies.

Currently, a variety of educational technologies are being implemented in secondary vocational education. The analysis showed that the modern and most demanded of our teachers are the following: technology for the development of critical thinking, game technologies, case technologies, problem-developing education, natural-reflective technology for the development and self-development of a person, information and communication technologies, and others.

The choice of certain teaching methods depends on many factors: on the didactic goals of the lesson, on the discipline being studied and the professional module, on the level of training of students and the professional competencies of teachers.

At the moment, we consider it quite relevant for ourselves to introduce and use the technology of critical thinking in the learning process.

Result and discussion

One of these methods is the "Fish Bone" method. This method is based on a schematic diagram in the form of a "fish skeleton", in the head of which the indicated problem is placed, the elements of the problem are written on the upper bones, the results of the study are recorded on the lower bones. The ways of solving the posed problem, as a result of research, are written in the tail of the fish. The use of this method develops students' ability to analyze the text, highlight the main events, concepts, definitions and look for the reasons for their relationship, generalize and draw conclusions. The main goal of the method is to stimulate creative and develop critical thinking in students. We use the "Fish Bone" method in teaching the disciplines of Economics, Economic Analysis, Taxes and Taxation.

Another, no less interesting method of critical thinking used in the classroom is the "cluster method". A cluster is a graphical form of organizing the presentation of information, when the main semantic units are highlighted, which are fixed in the form of a diagram with the designation of all connections between them. The cluster can be designed as a model of a planet with satellites. In the center is the main economic concept, term, thought, on the sides are designated large semantic units, connected to the central concept by straight lines. And already around the "satellites" of the central planet there may be less significant semantic units that more fully reveal the topic and expand logical connections. Depending on the method of organizing the lesson, the cluster can be drawn up on the board, on a separate sheet or in a notebook for each student when completing an individual assignment. So, for example, with the help of a cluster in the lesson in the discipline "Fundamentals of accounting", students systematize and generalize their knowledge on the characteristics of the balance sheet, and in the discipline "Economic

analysis" they form a scheme of factor analysis of economic indicators. The cluster method contributes to the systematization and generalization of educational material.

Experience shows that when solving economic problems, the most effective is the use of role-playing games. When carrying out a role-playing game, one or another production situation is imitated, real production conditions are taken into account, specific specific operations are worked out, the corresponding work process is modeled [2, 35]. For example, when analyzing the balance sheet of an enterprise, it is possible to organize a role-playing game that simulates a meeting of the balance sheet commission of the enterprise. For this, a set of roles is created, which is distributed among the students of the group (chief accountant, deputy chief accountant, economist, director of an enterprise, etc.), the goal of the game is set, a specific task is given to analyze financial statements and identify reserves for effective financial management. The results of the analysis are then heard and discussed at a meeting of the balance sheet commission, where subsequently certain management decisions are made. Thus, role-playing games make it possible to activate the thinking of students, increase the independence of future specialists, and bring them as close as possible to the real conditions of production.

Quite an effective teaching method used in practical training is the solution and analysis of specific production situations [3,32]. At the same time, the group of students is divided into five or six microgroups. The composition of the group is determined independently by the students themselves, which creates comfortable conditions for their activities. In each microgroup, a leader is allocated who leads the work, distributes responsibilities between the group members. Each group is given a production situation, sources of information are selected to solve the assigned task, and time is given to complete the task.

For example, when completing a practical exercise on the topic "Assessment of the financial condition and business activity of an organization", each group is given the following assignments:

- to give an overall assessment of the financial condition of the enterprise according to the balance sheet data;

- to assess the solvency and liquidity of the company's assets;

- to assess the financial stability of the enterprise;

- to assess the business activity of the enterprise.

All these tasks are carried out by a group of students according to the data of the main forms of annual accounting statements and production and financial plans of various organizations. Based on the calculations performed, conclusions are drawn, reports are prepared, all results are discussed both within the group and with all participants in the lesson. Such activity of students allows them to stimulate the development of their self-esteem and self-control, and most fully to show their abilities and capabilities in the development of professional competencies. The activities of a teacher in such classes are reduced to the activities of a leader, assistant, controller and is aimed at encouraging and stimulating students' independent work.

The method of cases or the method of case studies (UCS) is used quite successfully in practical classes in the discipline "Management". The teacher, already at the stage of organizing the target space, acquaints students with the content of the case, identifies the problem, and forms micro-

groups of students. Then, working in micro-groups, the students analyze the situation, deepening their understanding of the content of the case, develop solutions and present a report in the form of presentations. The case method combines search, problem and research teaching methods and allows students to master the general and professional competencies of their future specialty.

Teachers of economic disciplines practice integrated classes in their activities. An integrated lesson allows you to identify interdisciplinary connections between disciplines, MDC and deeper understand the importance of your future profession. For example, the disciplines of Economic Analysis and Information Technology in professional activities, professional modules in the specialty "Economics and Accounting" and Audit, and others are successfully integrated.

The use of active teaching methods involves the use of innovative teaching aids, namely, computer programs, presentations, electronic textbooks, manuals, workbooks. So, when performing practical calculations in the discipline "Economics of the organization" and "Economic analysis" students use the program "MicrosoftExcel", when solving problems in the discipline "Taxes and Taxation", "Audit" reference and legal system "Garant".

The optimal combination of active methods and innovative teaching aids allows students to form the professional competencies of the accounting profession.

Thus, the use of innovative pedagogical technologies contributes to:

- improving the quality of students' performance;

- an increase in motivation to study academic disciplines and professional modules; - the formation of professional competencies of a future specialist;

- Awareness of the importance of their future profession.

CONCLUSION

I believe that the use of active teaching methods is aimed at the end result, namely, at improving the quality of training of specialists, at the students' awareness of the importance of their future profession, at the ability of graduates to make the most of their professional capabilities. As the results of reflection carried out in the framework of training sessions and research of the psychological service of colleges and technical school show, the goals have been achieved.

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