

Methods Of Enhancing The Perception Of Educational Material In The Process Of Teaching Economic Disciplines

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Abstract: The article deals with the problem of implementation of innovative pedagogy, particularly teaching disciplines of the economic cycle. Presenting different forms of the basic methods of active means of teaching students in order to improve the quality of education, as well as the importance of personal and professional competence of the teacher.

Index Terms: Briefing, business game, competences, education, innovative methods of education, interactive education, knowledge, students, skills, types of lectures.

1. INTRODUCTION

The modern stage of training in economic disciplines requires the joint creation of knowledge, the joint creativity of the teacher and student. An open and warm atmosphere of learning, along with treating students rather as partners in the educational process, allows students to see new opportunities for applying economic knowledge and to feel themselves significant and responsible people [1,2,3]. G.I. Schukina believes that an effective and interesting lesson for students can be created due to the following conditions: the personality of the teacher, the content of the educational material, teaching methods and techniques. If the first two points are not always in the hands of the teacher, then the last is a field for his creative activity.

2. METHODOLOGY

The methodology of teaching economic disciplines explores a set of interconnected tools, methods, and forms of teaching economic sciences. This is that learning is closely related to the economic life of the state, society, and every person. Such knowledge is knowledge of economic terms, laws of economic development, as well as an understanding of the mechanisms of a market economy, economic principles and laws. The educational process causes satisfaction of students if students learn with interest, understand why they are studying the discipline; if students in the classroom are active, ask the teacher questions, answer the questions asked on their own initiative, do not engage in extraneous matters; if the teacher pays attention not only to the provision of information and control over its assimilation, but also to the creation of motivation for its use; Information is acquired in activities simulating future professional activities, students take part in planning the educational path and the nature of their own cognitive activity, students actively interact with each other during the educational process. So, interest in studying the discipline largely depends on how effectively the first lesson will be held. At the first meeting with students, it is advisable to

arrange an acquaintance in the form of training, then in a game form it is worth repeating the course of general economic theory, on which the discipline "Applied Economics" is based. After that, you can proceed to the introduction to the course you are studying: during the conversation, show the theoretical and practical importance of the discipline for future professional activities. At the end of the first lesson, taking into account the provisions of a personality-oriented approach when selecting the content of training, work should be carried out in micro groups (2–4 people). Today, teachers of economic disciplines are required to purposefully use active and interactive teaching methods, test tasks, methods of problem-based learning, etc., so that through active cognitive activity, students analyze and comprehend the contradictory processes of market transformations. At the same time, active methods are those teaching methods whose application is objectively impossible without a high level of external and internal activity of students. Interactive methods, in turn, are methods, as a result of which students are in interaction with each other in the mode of conversation, dialogue. In contrast to active methods, interactive ones are oriented towards a wider interaction of students not only with the teacher, but also with each other.

A feature of the methodology for teaching economic disciplines is also the widespread use of statistics, facts and figures, allowing to reveal not only certain aspects of economic processes and phenomena, but also to develop rules of conduct for students in a market economy. The facts presented must be verified, provable, but at the same time they can raise doubts among students, which will allow the use of problematic teaching methods, such as brainstorming, round table discussions, discussions, etc. Heuristic conversations also stimulate interest in the study of economic discipline, during which the teacher, by asking students specific questions and joint logical reasoning, leads students to certain conclusions that make up the essence of the phenomena, processes, rules, etc. So, studying the topic "Quality and competitiveness of goods", you can conduct a heuristic conversation "Quality is more important than price?", During which the teacher should act as a moderator of the communication process. As practical experience shows, in the process of economic education for students it is very interesting to perform various creative tasks. The study of economic disciplines requires students to memorize a large number of new terms for them. First of all, the methodology for presenting economic categories involves "repulsion" from well-

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known concepts and material covered. The following techniques contribute to the rapid study of a large number of economic terms, learn to formulate definitions, train memory and much more. Attention should be paid to the use of the technique of "building up" a concept, deepening the conceptual component of a concept. An important method of presentation of categories is the method of comparison, when the same phenomenon is analyzed in different social conditions, at different stages of the development of society. For example, when presenting a problem in a particular economic discipline, one can propose different definitions of categories. Since there is a lot of complex theoretical material in the study of economic disciplines, you can use the positioning method to facilitate their study. For this, students are divided into 4 groups: concepts, schemes, questions, tests. Each group is given lecture material, which must be studied and then processed in accordance with the position taken. After completing this task, the group speaks to the audience with the results. The main distinguishing feature of interactive methods in education is that students take the initiative in the educational process, which is stimulated by the teacher from the position of partner, assistant, coordinator, mentor, coach. The process and result of obtaining knowledge acquires personal significance for each student, which allows to develop the ability to independently solve the mastery of information on the discipline. The effective implementation of educational methods of this type depends on how students are interested in the topic under discussion, and on their general willingness to speak. Interest in the topic is aroused by the teacher's preliminary questions posed in an unusual or non-standard way, which encourages students to take a deeper and more comprehensive look at the issue at hand. When the question is captured by students, they are ready to independently research numerous textbooks, study guides, seek information on the Internet, the media, and academic journals in economics. For example, the phrase "luxury item" among economists is considered a professional term, it refers to products that people, becoming richer, buy in larger quantities - for example, we are talking about sports cars and collection wines. Caring for the environment is also considered a luxury item, although this is less obvious. Wealthy people are willing to spend a greater share of their income on protecting the environment than less affluent people. We see the same ratio on a global scale: rich countries devote more resources to environmental protection than poor countries. This is explained quite simply: the fate of the Bengal tigers cares because they have the opportunity to take care of them. After all, they already have good houses, profitable work, clean water. In this regard, the problematic question arises: is it fair that people living comfortably impose their preferences on less wealthy people. Economists argue that this is unfair, although in reality we do this all the time. The training of economics students is structurally rather complicated. Firstly, students are given knowledge in general economic disciplines. Secondly, students receive detailed applied knowledge and practical skills. This is all arranged in the curriculum, both in the specialty "Macroeconomics" and in the specialty "Economic Theory". In the learning process, there are a number of cross-cutting types of work that all students perform, choosing various topics. Such works include term papers, various types of independent work, which are necessarily carried out in four training courses. Teachers often express the opinion that independent work is intended to help

students prepare their final qualifying work, motivating them to help students in-depth study of a certain part of economic knowledge. Independent work contributes to the further deepening of students' knowledge, develops their practical skills that they have already received in previous university courses. It is independent work intended to further deepen and expand the competence of students, while the thesis reflects the acquired competency. It is known that the term "competency" has a different meaning. Often this term is used in literature along with the related concepts of "professionalism", "qualification" (the word comes from the Latin. "Match", "fit"). Independent work is included in the system of methodological forms that form this competency. The formation and deepening of such competence in independent work is carried out as an additional deployment of the content of economic education. At the same time, professional skills develop. To think as an economist is to combine deductive chains with simplified models, such as, for example, the supply and demand model; it means seeking and finding compromises in the context of limitations; this means evaluating the costs of one choice, taking into account the lost profits of the alternative. It also implies that there is a clear goal of efficiency, which is formulated as follows: maximize the benefits of limited resources. This requires a marginal utility or phased approach. The economist wonders how many additional benefits can be derived from certain additional costs. The task of economic training of specialists is the formation of such economic knowledge and skills that will allow the graduate to not only determine ways to save labor, calculate labor productivity at his workplace, calculate production costs, but also justify the best options for technological solutions taking into account general economic laws and using the latest calculation methods economic efficiency. Using the training potential of the case study in the study of economic disciplines showed that this technology has significant advantages, as it allows students to independently analyze the processes in the economy. It ensures the involvement of students in teamwork when discussing the situation, taking into account the opinions and assessments of other participants, which is necessary for the development of creative thinking of specialists, instilling social interaction skills through discussions, i.e. the formation of communication skills necessary for effective economic socialization. During the formative experiment, we were able to reveal new aspects of case technology in the context of innovative training of graduates. The novelty of the study was that, in the process of educational activity, the role functions of the subjects of the educational process were changed. In practical classes, not only study cases on subjects were discussed, but also the author's cases of the students themselves. During the experiment, effective methods and forms of economic training were implemented, which allow developing such personality traits as activity, creativity, willingness to change, adaptability, flexible orientation in dynamic economic conditions, namely: seminars, discussions, master classes, blitz games, trainings, project methods, etc. Relevant educational technologies were aimed at developing the student's ability to independently cope with current problems of life: taxes, personal budget for example, mortgage, insurance, retirement benefits, savings, development of own entrepreneurial abilities, etc.

3 RESULTS

In the process of studying economic disciplines, students were

offered topics for organizing project activities, such as solving the problems of employment in their city, creating their own small business, analyzing the effectiveness of investments in various sectors of the economy. This form of educational work among students not only increases the level of economic and financial literacy, but also teaches responsibility for decisions, a rational approach to their savings, and fostered an interest in business. This had a positive effect on the process of students' economic socialization. To study microeconomics, methods such as blitz polls, round tables, the 5 out of 25 methods and the snowball, insert method, which contribute to the effective study of the issue, stimulate interpersonal communication, and develop communication skills and abilities, will be useful. Currently, various interactive teaching methods are described in the literature, and they can be similar, include several methods, or represent an altered version of a single method. But the common thing for them is that when they are used, the student takes the position of an active subject, a creative researcher, capable of joint constructive work to achieve the goal.

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4 CONCLUSION

Based on the teaching experience, the following conclusions can be drawn: Teaching methods that develop students' critical thinking and self-development ability should be the basis for quality education. The choice of such methods must be approached differentially. Innovative methods of working with students are developed and applied by the teacher, so the teacher must have the necessary methodological and personal competencies. The success of any innovative method depends on the substantive, methodological and organizational preparation of the lesson. It is important for the teacher to improve their qualifications, to love their work, then there will be feedback from the student. The pedagogical process is, first of all, communication, in which there is a controlled development of knowledge. This is an active interaction between teachers and students. For many teachers, communication with students is much more interesting, during which not only certain knowledge will be given, but students themselves will be interested in it.

Training is effective and achieves high enough results if a number of conditions are met:

- students are open for learning and are actively involved in relationships and cooperation with other participants in the educational process;
- get the opportunity to analyze their activities and realize their own potential;
- they can practically prepare for what they have to face in life and professional activity;
- Do not be afraid to express yourself, to make mistakes, provided that they are not condemned for this and do not receive a negative assessment. Therefore, the efforts of the teacher should be aimed precisely at creating such conditions in the group.

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