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FEATURES OF THE METHODOLOGY OF TEACHING ECONOMIC DISCIPLINES

Annotation. Economic reality is complex and diverse, in which the logical models of economic theory do not manifest themselves in a straight line. Teachers of economic disciplines are required to purposefully use interactive teaching methods, test tasks, and specific situations in order to analyze contradictory processes of market transformations on the basis of theoretical provisions. This article examines the issues of general concepts and elements of pedagogical process management for the knowledge of economic theory, using methodological techniques to activate students' mental activity in the main forms of the educational process (lectures, seminars, independent work, knowledge control), to help student trainees prepare methodological developments of training sessions.

Keywords: Methodology; concept; elements; pedagogy; research; theory; education; discipline; dynamics; process; situation.

Introduction

Everyone knows that the effectiveness of the educational process is largely determined by the teaching methodology. The concept of "methodology" is translated from ancient Greek as a way of research, theory, and teaching. Hence the methodology, in the most general sense of the word, is a way of teaching a certain academic subject. The role and importance of methodology in the field of humanities in modern conditions is constantly increasing. If education in the field of natural sciences is less susceptible to changes due to the dynamics of social life, then economic education reacts most directly to changes in social development. Therefore, the problem of improving the methodology of teaching economics is becoming more urgent. The level of training and the effectiveness of teaching any discipline is directly dependent on the interaction of the "teacher-student" link. The economy is no exception in this regard. There is no substitute for the atmosphere of creativity that arises when the teacher and students communicate directly.

The methodology of teaching economic disciplines explores a set of interrelated means, methods, forms of teaching economic subjects.

What distinguishes this technique? This is because education is closely linked to the economic life of society. Real knowledge is knowledge of economic laws. The applied aspect allows us to build up the theory, expand the conceptual apparatus, identify new principles and laws. However, excessive fascination with specifics can lead to superficial, simplified knowledge and conclusions. The "golden mean" is important here, a combination of theory and practice of economic development.

The importance of teaching economic theory has increased due to the ongoing transition to a socially oriented market economy in our country. In addition, economic theory as a science and as an academic subject plays a significant ideological role in the system of higher education. In the



context of the institutional transformation of society, the reform of higher education is an objective necessity, and first of all it concerns the process of teaching social disciplines. Such a reform should be aimed at finding new, more advanced forms and methods of teaching that meet modern life requirements, which include problem-based teaching methods, complex forms of interviews (direct training), business economic games, scientific conferences, economic competitions, modeling, research and other forms aimed at independent deep and serious work. Students who develop the ability to think independently, analyze the problems of economic life, the ability to independently assess the ongoing economic processes, events of domestic and international life and make the right conclusions and generalizations.

The main part

In educational practice, the following forms of the educational process in the teaching of social sciences have developed that have fully justified themselves:

- lectures;
- independent work;
- seminar classes;
- advice;
- credits;
- exams;
- various forms of extracurricular activities.

None of these forms can be recognized as universal, capable of replacing others. The forms of the educational process are interrelated, interdependent and logical sequence. The methodology of one form of work has a significant impact on the other. In this regard, such a form of oral communication between the teacher and the audience for the purpose of transferring scientific knowledge as a lesson-lecture remains relevant.

The lecture as a form of the educational process has a number of distinctive features, in particular:

- it provides a holistic and logical coverage of the main provisions of the discipline;
- equips students with the methodology of studying this science;
- compensates for the obsolescence or absence of modern textbooks and teaching aids better and more fully than other forms, promptly introduces the latest data of sciences;
- organically combines learning with education;
- aims students at independent work and determines its main directions.

The lecture form of teaching has a number of advantages:

- this is the most economical way of learning, effective in terms of the degree of assimilation;
- one of the most effective means of forming a worldview and beliefs;
- a means of direct personal influence of the teacher on a large audience at the same time.

However, the lecture is not free from shortcomings, in particular:

- it cannot completely depart from basic works, textbooks, axioms and truths;
- it provides only the most minimal feedback from students to the teacher;

Finally, the larger the lecture audience, the weaker the influence of the lecturer on a particular student.

To a certain extent, the sharpness of these contradictions removes the possibility of using non-traditional types of lectures in the educational process. Instead of "broadcasting" the facts and their interrelationship to students, you can invite them to analyze the situation (problem) and search for ways to change this situation for the better.

Modern educational lectures are usually divided into 4 types:

- 1) An overview lecture aimed at restoring the acquired knowledge or acquaintance with some new poorly studied material for the formation of holistic knowledge.



2) A problem lecture presents the material as a problem or a set of problems, a set of different points of view on one side or another. There is no concrete solution to the situation, it must be sought together by both the teacher and the students (the method of specific situations).

3) The subject lecture is a section or part of the theoretical course being studied. It may well contain questions and some overview information.

4) An introductory lecture, the main task of which is to systematize the knowledge available to students, focusing on the most difficult problems, recommendations for independent work and information about the literature used.

Lecture options

1) Oral essay – presupposes a professional presentation of a specific question in theoretical and methodological terms. Here the teacher is active – the students are passive

2) Oral essay – dialogue – provides an opportunity for interaction between the student and the teacher, who are involved in the work through a hidden and open dialogue

3) A lecture with the participation of students – the peculiarity is that the main ideas of students are written on the blackboard. They are systematized in a certain way, structured. Each student can make a plan and comment on the last one. The final version, consisting of the students' ideas, is written on the blackboard

4) Lecture, with the formulation and solution of the problem – the lecture begins with a question, a paradox, a riddle that excites the interest of students. The answer is usually determined by the end of the lecture. Students offer their own solutions, the teacher gives extensive information, brings them to the truth.

5) A lecture with a pause procedure - involves alternating mini-lectures with discussions. An important issue is highlighted every 10 minutes, then it is discussed for 5-10 minutes. You can discuss it in small groups, and then someone can express a common opinion. Following the discussion, there is another microlecture. As a result, feedback is implemented between the teacher and the student.

6) The lecture-debate – is controlled by the teacher. The audience is divided into groups: supporters of this concept, opposition and arbitrators. Students express their thoughts and learn to defend them. No matter how different the educational lectures are in form and form, they are united by the general requirements for this type of classes.

The lecture should:

- be bright and convincing and irreproachable in scientific terms;
- go beyond even the most new and high-quality literature;
- teach to think, and not consist of ready-made answers and recipes;
- be literate and logical.

The specifics and place of the seminar as a form of practical training in the educational process system can be determined by the following circumstances:

–from 1/3 to 1/2 of the total time allocated for the study of economic disciplines is now allocated to seminars and practical classes;

–of all forms of academic work, seminars provide the most favorable opportunities for in-depth study of economic theory, the development of independent creative thinking among students;

The success of the seminar depends not only and not so much on the teachers as on the students.

The main functions of the seminar (in order of priority) can be designated as follows:

1) Educational and cognitive function - consolidation, expansion, deepening of knowledge gained at lectures and in the course of independent work.

2) Training function - public speaking, development of skills of selection and generalization of information.

3) Stimulating function - an incentive to further test your creative powers and prepare for more active and purposeful work.



4) The educational function is the formation of a worldview and beliefs, the education of independence, courage, scientific search, competitiveness.

5) The controlling function is to check the level of knowledge and the quality of independent work of students.

The types of seminars and practical classes are extremely diverse. Let's consider the most common of them:

1) Control and training seminar - a lesson during which a frontal survey, written control work is carried out. The main goal is the maximum coverage of trainees by control.

2) A training seminar is an activity where the focus is on independent performances of students.

3) A creative seminar is an activity that maximizes the creative independence of students in the form of a discussion, press conference, debate, public defense of abstracts.

4) Practical lesson. It can be conducted by studying a specific literary source, in the form of a business (role-playing) game, solving problems using ICT, excursions or meetings with scientists, practitioners, teachers and students of other universities.

The role of the teacher in the organization and management of independent work includes:

1) training in independent work during lectures, practical, seminars, consultations;

2) independent work management: development and completion of tasks for independent work, assistance in improving efficiency and quality; work;

3) control over independent work: both direct and indirect through control and verification measures;

correction of independent work: group and individual.

The complexity of the management and organization of independent work of students is explained by a number of factors, the main of which is:

1) frequent change of economic priorities;

2) the specifics of this work (outside the schedule, outside the walls of the educational institution);

3) lack of unity in organizational and methodological requirements for independent work.

Conclusion

Our time, oversaturated with all kinds and diverse information, imposes special requirements on higher education and, of course, the teaching staff.

It should be noted that the motivation for studying economic disciplines for a future or already existing specialist is high. Since in the process of studying these disciplines, he can apply the acquired skills in practice in a real opportunity. But if any theoretical position or concept is learned incorrectly, it will not be difficult to detect an error and promptly correct it during further training, and even more so during work, although economic losses are inevitable. The study of economic analysis contributes to the acquisition of certain skills, the identification of significant concepts and competent orientation in economic phenomena, which is conditioned by new socio-economic conditions and requirements for a specialist who owns a system of professional knowledge and is capable of individual creative activity, self-education, improving his intellectual and cultural level.

Among the general requirements that a high-quality modern occupation must meet, the following stand out:

1) The use of the latest achievements of science, advanced pedagogical practice, the construction of classes based on the laws of the educational process.

2) Implementation in the classroom in an optimal ratio of all didactic principles and rules.

3) Providing appropriate conditions for productive cognitive activity of students, taking into account their interests, inclinations and needs.

4) Establishment of inter-subject connections realized by students.

5) Connection with previously studied knowledge and skills, reliance on the level of development of students.

6) Motivation and activation of the development of all spheres of personality.

7) Effective use of pedagogical means.



8) Formation of practically necessary knowledge, skills, rational methods of thinking and activity.

9) Formation of the ability to learn, the need to constantly replenish the amount of knowledge.

10) Careful forecasting, design and planning of each lesson.

The methodology of teaching economics has accumulated a sufficient number of problems that need to be solved. Among them are such as the problem of integrating an extensive system of economic knowledge, updating methods, means and forms of training organization. This problem is closely related to the development and implementation of new pedagogical technologies in the educational process.

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ОСОБЕННОСТИ МЕТОДИКИ ПРЕПОДАВАНИЯ ЭКОНОМИЧЕСКИХ ДИСЦИПЛИН

Аннотация. Экономическая реальность сложна и многообразна, в ней логические модели экономической теории не проявляются прямолинейно. От преподавателей экономических дисциплин требуется целенаправленное использование интерактивных методик обучения, тестовых заданий, конкретных ситуаций, чтобы на основе теоретических положений анализировать противоречивые процессы рыночных преобразований. Данная статья рассматривает вопросы общих понятий и элементы управления педагогическим процессом к познанию экономической теории, с помощью методических приемов активизировать мыслительную деятельность студентов в основных формах учебного процесса (лекции, семинары, самостоятельная работа, контроль знаний), помочь студентам-практикантам подготовить методические разработки учебных занятий.

Ключевые слова: методика; понятие; элементы; педагогика; исследование; теория; образование; дисциплина; динамика; процесс; ситуация.

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ЭКОНОМИКАЛЫҚ ПӘНДЕРДІ ОҚЫТУ ӘДІСТЕМЕСІНІҢ ЕРЕКШЕЛІКТЕРІ

Аңдатпа. Экономикалық шындық күрделі және алуан түрлі, онда экономикалық теорияның логикалық модельдері тікелей көрінбейді. Экономикалық пәндер оқытушыларынан нарықтық өзгерістердің қарама-қайшы процестерін теориялық ережелер негізінде талдау үшін оқытудың интерактивті әдістерін, тест тапсырмаларын, нақты жағдайларды мақсатты пайдалану талап етіледі. Бұл мақалада оқу процесінің негізгі формаларында (дәрістер, семинарлар, өзіндік жұмыстар, білімдер) студенттердің ақыл-ой әрекетін белсендіру үшін әдістемелік әдістерді пайдалана отырып, экономикалық теорияны білуге педагогикалық процесті басқарудың жалпы ұғымдары мен элементтері мәселелері қарастырылады. бақылау), тыңдаушыларға оқу сабақтарының әдістемелік әзірлемелерін дайындауға көмектесу.

Кілт сөздер: әдістеме; ұғым; элементтер; педагогика; зерттеу; теория; білім; пән; динамика; процесс; жағдай.