

PRACTICAL EFFECTIVENESS OF MODERN EDUCATIONAL TECHNOLOGIES IN DEVELOPING STUDENTS' ECONOMIC SKILLS

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Annotation. *This article presents analytical data on problems and solutions in the development of economic skills of students of higher educational institutions. In addition, proposals and recommendations on the use of SWOT analysis and "Assessment" technologies in the development of students' economic skills are described.*

Key words. *Economic skills, modern educational technology, SWOT analysis Assessment.*

Introduction. Nowadays, the effective organization of lectures and practical training in economics in higher education institutions increases the interest of students in this subject and encourages them to think independently and critically. Another importance of the effective organization of economic education is the education of the personality of future entrepreneurs and the production of qualified economists [1-6].

It is important to develop students' academic skills, including economic skills, based on modern educational technologies. Therefore, it is necessary to improve the forms, methods and means of introducing modern educational technologies in teaching Economics in higher educational institutions.

Literature review. Pedagogical conditions for the development of economic knowledge and skills in learners, scientific research on the methodology of teaching economic subjects were carried out by scientists such as K.N.Kamalova, A.Sh.Saipnazarov, G.A.Nabiev, Z.N.Sayfullaeva, I.B.Ilhomov, M.N.Kuchkarova, P.N.Podlavlilcheva, P.V.Skripchenko, I.N.Smirnova, F.I.Filchenkova, M.A.Pautova, S.A.Boroda, Y.V.Puzienko, Y.Y.Ovakimyan, G.M.Morozova, J.Raven, B.A.Kalney, S.Y.Shishova, A.Wiess, A.Stoof, R.L. Martens, J.J. Merryboer, and P. Faulstikh [7].

In addition, researches on the methodology of using modern educational technologies to improve the effectiveness of teaching subjects were studied by the scientists as H.B. Nikadambaeva, U.B. Bakhodirova, A. Norbekov, A.I. Muravev, V.V. Pastukhova, O.V.Fedorova, M.S.Chernyshenko, T.N. Patrakhina, M.N. Dudin, N.W. Lyasnikov, S.A. Shirokovsky, E.B. Bashkin, S.A. Pisareva, A.B. Vorontsov, N.M. Tkacheva and E.V. Ivashchenko.

The aforementioned investigations are scientific research works devoted to the use of modern educational technologies in improving the productivity of teaching subjects in higher education institutions. However, the theoretical and practical aspects of using modern educational technologies in the development of economic skills of students have not been studied in a special monograph.

Research methodology. Nowadays, the effective organization of lectures and practical classes in economics in higher education institutions increases the interest of students in this subject and encourages them to think independently and critically. Another important aspect of the effective organization of economic education is the education of the personality of future entrepreneur and the production of qualified economists. "In the performance of these tasks, it is appropriate to use modern educational technologies, including SWOT analysis and assessment technologies, which are aimed at solving specific economic problems and eliminate methodical problems in science teaching" [1-6].

In this regard, according to M.H. Lutfillaev [8], H.B. Nikadambaeva [9] and U.B. Bakhodirova [10], the use of modern educational technologies gives effective results in students' acquisition of theoretical and practical knowledge, formation of their imagination, independent thinking, and formation of their skills. According to them, today, due to the adoption of the decisions and decrees in our country aimed at improving the educational process of higher education institutions and the improvement of teaching tools, it is necessary to apply innovative approaches to the organization of training, including lecture training, to the training process based on experience and testing.

The lecture is the most effective form of communicating with the inner world of students through all the wealth of a professor-teacher's personality: knowledge, consciousness, emotions, wills, feelings, and beliefs [8]. In this case, it helps to realize the didactic goal-directed teaching, providing information, development of scientific worldview, methodological and educational functions to the student [10].

One of the main tasks of the professor who conducts the lectures is to convey the planned educational information to each student effectively, to develop their knowledge, skills, abilities, and competences [9].

"Therefore, it is necessary to pay attention to the fact that the explanation of the topic is not complicated and the simplicity of acceptance in the lecture sessions, and the originality and uniqueness of the educational materials related to the topics, covering the relevant questions, and choosing them carefully" [8].

Consequently, in order to increase the efficiency of teaching economics, foremost, it is necessary to organize lecture classes with the help of modern educational technologies.

By applying modern educational technologies in teaching Economics, student activation and independent thinking is achieved. When these technologies are used, the professor-teacher directs a student to active participation. In this, the student's active participation during the training shows the following: students' desire for quality education; increase students' motivation; repeating and strengthening the previously acquired knowledge; increasing students' activity in training; orienting students to debate and discuss.

Modern educational technologies that implement such opportunities ensure the formation of economic skills of students.

Based on research and experimental work, it is considered appropriate to use modern educational technologies, in particular SWOT analysis technology, in the effective organization of lectures on economics in higher education institutions.

When lectures on Economics are organized with the help of SWOT analysis technology, it is possible to find ways to solve problems by analyzing and comparing ideas, experiences, and work results, strengthening knowledge, repeating, evaluating, forming skills and developing analytical thinking.

The use of SWOT analysis technology is effective in teaching Economics. In doing so, the student analyzes the strengths and weaknesses of the given issue, as well as the opportunities and threats (dangers) of the external environment. For example, considering the existing weaknesses of the company, it consists in identifying internal strengths that allow to use the opportunities of the external environment and protect against external threats [4].

In this case, it is often placed in a four-dimensional (2×2) (SWOT matrix) of strategic analysis [3, 4, 6, 13]:

- **S (strengths)** - strengths. The advantages of this are that it increases the company's sales volume, participates in the market, and feels confident in the competition.

- **W (weaknesses)** - weaknesses. These are the disadvantages that make the company lose to its competitors. These features hinder profit growth and development.

- **O (opportunities)** - opportunities. The advantage of this is the levers that are available to the company in the external environment and can be used in its further development. For example, the development of information and communication technologies, the emergence of new sales and advertising channels.

- **T (threats)** - threats. It consists in identifying the difficulties and negative trends of external damage that can be potentially dangerous for the success of the company under study.

This four-dimensional (2×2) matrix (SWOT matrix) can be represented as follows (Figure 1)

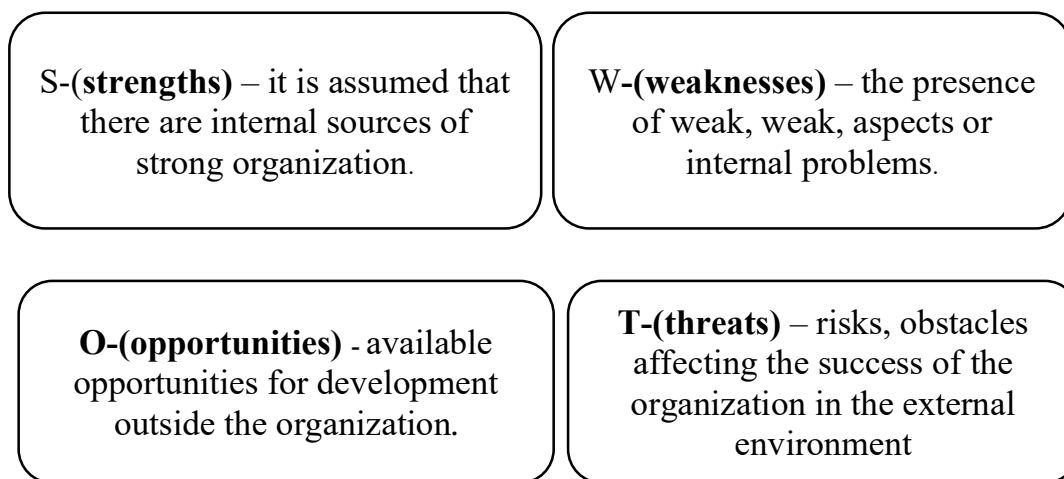


Figure 1. Directions of SWOT analysis technology.

The structure presented in this picture serves to illuminate the main four aspects of the economic problem. Students understand the essence of the problems corresponding to the content of the subject, search for their causes and find solutions [13].

Therefore, we recommend organizing lectures using the technology of SWOT analysis in teaching Economics in higher education institutions. In this way, students turn from passive listeners into active equal partners by having the opportunity to express their opinions and engage in discussion during the training. As a result, a student acquires economic skills by effectively mastering the topics of lectures in economics [14].

In the teaching system of higher education institutions, the practical exercise together with the lecture performs the functions of educational, training and connection of theory with practice [9,14].

One of the key features of practical training that differs from lectures is that the educational process is visible in the efforts of participants to achieve joint educational goals [10]. If the basis of scientific knowledge is described in a lecture combined with pedagogical and information technology tools, the knowledge acquired by students is strengthened in practical training, simple concepts are transformed into general economic concepts, expanded, and the possibility of application in new, unexpected situations is created [8]. In this regard, according to H. B. Nikadambaeva, "Practical trainings serve to strengthen, apply, control and evaluate students' knowledge" [9].

Therefore, it is necessary to pay special attention to the organization of practical training in Economics. For this purpose, based on the nature of the science, it is appropriate to organize practical training of modern educational technologies.

Based on our research, we have seen that the use of assessment technology, which is considered one of the modern educational technologies, is effective in organizing practical training in Economic sciences.

The purpose of the assessment technology is to evaluate, control, and test the students' knowledge level and practical skills. Through this technology, the cognitive activity of learners is diagnosed and evaluated in different directions (test, practical skills, problem situation exercise, comparative analysis, symptom identification) [1, 12].

The procedure for implementing the assessment technology is as follows: it is recommended to use it in individual form for studying the current level of knowledge of the audience in lecture sessions, explaining new information, and in seminars and practical sessions for the purpose of self-assessment of the level of subject or information mastery. In addition, based on the creative approach of the professor and educational goals, additional assignments can be included in the assessment [2, 11].

Therefore, we recommend applying the following structure in teaching economics using assessment technology.

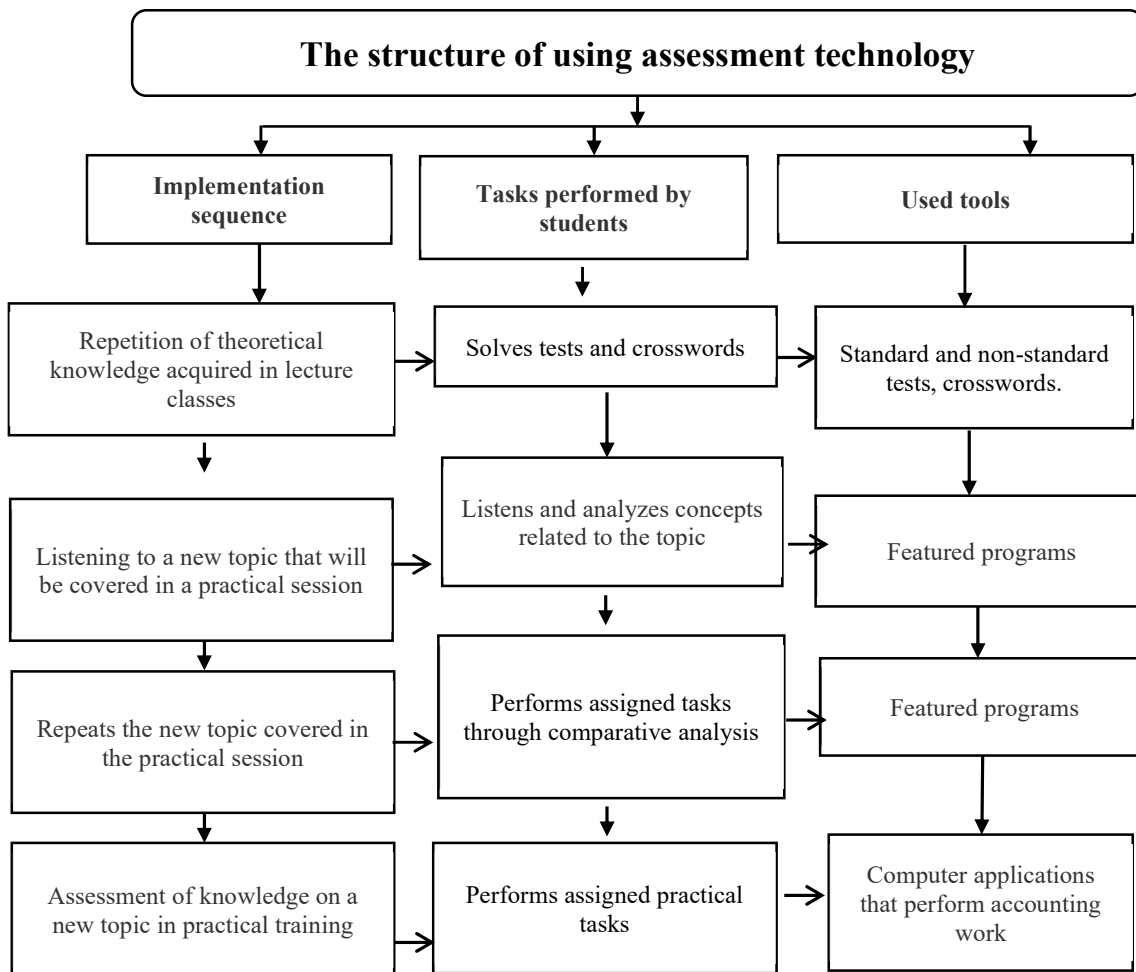


Figure 2. The structure of using assessment technology.

At the same time, manufacturing and trading companies are successfully employing this technology in order to select qualified managers. In recent years, this technology has also been effectively introduced into the education system. With its help, the level of knowledge, skills and qualifications of students is comprehensively and objectively evaluated.

Assessment technology is used at all stages of practical training from economic sciences (at the beginning of training, at the end or when any section of the subject is completed) to assess the level of mastery of the subject, to reinforce it, or to conduct intermediate and final control, as well as intended to determine the knowledge of students before starting a new theme [11].

The main goal of practical training is to help students to gain a deeper and more thorough understanding of the studied materials, to apply theoretical knowledge in practice,

and to acquire practical skills and competencies. Practical training can be done both in public and individually under the guidance of a teacher. Connecting theoretical knowledge with practice and life experiences is one of the leading rules of education.

Therefore, it is appropriate to use assessment technology to increase the effectiveness of practical training in Economics [12]. It is considered effective as it aims to introduce students to research methods in Economics with the help of technology and to create relevant skills and qualifications for conducting practical work. In order to strengthen theoretical knowledge in practice, students will be able to solve various tests, remember definitions and terms, perform problematic tasks, and perform various accounting tasks with the help of computer technologies.

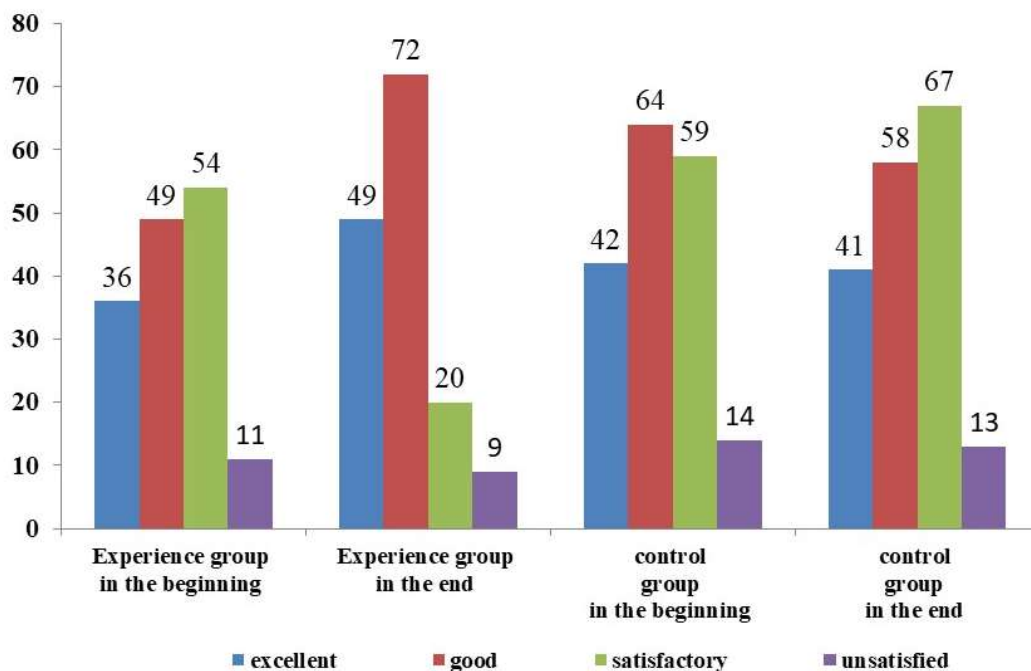
Analysis and results. Experiments aimed at determining the level of effectiveness of research on the use of modern educational technologies, including SWOT analysis, assessment technologies, in the development of students' economic skills were conducted. Students of Tashkent State Pedagogical University named after Nizami, Navoi State Pedagogical Institute, Bukhara State University were involved in the experimental work. A total of 372 respondents-students were taken and they were divided into experimental and control groups. 174 of them were assigned to the control group, and 198 to the experimental group. Students assigned to the experimental group were taught Economic subjects using SWOT analysis and assessment technologies. The control group was not given this opportunity. The results of the students involved in this experiment were analyzed and mathematical-statistical analysis was performed on the basis of Xi square, Z and U criteria in order to check their reliability.

The performance of the students at the beginning and end of the experiment is presented in Table 1.

(Table 1)

The level of mastery	Experimental Groups		Control Groups	
	At the beginning of the experiment	At the end of the experiment	At the beginning of the experiment	At the end of the experiment
Excellent	44	57	51	52
Good	57	84	64	58
Satisfactory	55	23	66	73
Unsatisfactory	18	10	17	15

The generalized dynamics of students' learning is presented in Figure 3.
(Figure 3)



Mathematical statistical analysis of the reliability of the obtained results is presented in
Table 2.

(Table 2)

Numerical characteristics		
The average value of the grades $\bar{X} = \frac{1}{n} \sum_{i=1}^4 n_i x_i$	$\bar{X} = 4,0805$	$\bar{Y} = 3,7424$
Sampling dispersion $S_n = \sum_{i=1}^4 \frac{n_i (x_i - \bar{X})^2}{n}$	$S_x = 0,6832$	$S_y = 0,868$
$\chi^2 = \frac{1}{n_1 n_2} \sum_{j=1}^4 \frac{(n_{1j} n_2 - n_{2j} n_1)^2}{n_{1j} + n_{2j}}$	$\chi_{\text{кыз}}^2 = 30,61$	$\chi_{\text{кп}}^2 = 7,815$

$U = \frac{\frac{m_1}{n_1} - \frac{m_2}{n_2}}{\sqrt{\frac{m_1 + m_2}{n_1 + n_2} \left(1 - \frac{m_1 + m_2}{n_1 + n_2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$	$u_{\text{кыз}} = 5,234$	$u_{\text{кп}} = 1,65$
$Z = \frac{ \bar{X} - \bar{Y} }{\sqrt{\frac{S_x}{n} + \frac{S_y}{m}}}$	$z_{\text{кыз}} = 3,7082$	$z_{\text{кп}} = 1,64$

According to the calculation result, it was found that the average mastery rate of the experimental class was higher than the control class, that is, it increased by 8.5%.

Conclusions and suggestions. It is necessary to use the proposed modern educational technologies, in particular, SWOT analysis and assessment technologies in teaching Economics. These modern educational technologies are considered effective as they are aimed at rationally solving the current problem of the economy, and are aimed at implementation within the framework of independent, creative activity of students, which serves to acquire the skills and competencies of solving problematic situations in the professional activity of future economists. It is also aimed at raising the level of education, improving skills and qualifications.

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