

**EDUCATIONAL AND METHODOLOGICAL SUPPORT OF ECONOMIC
EDUCATION IN DEVELOPING STUDENTS' TECHNICAL THINKING SKILLS**

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Abstract: This article analyzes the educational and methodological support of economic education in shaping students' technical thinking skills. In today's globalization process, technical thinking is not only specific to engineering or technological education but also plays a crucial role in the process of economic education. The level of technical thinking among students is decisive in managing economic processes, using resources efficiently, assessing risks in advance, and making strategic decisions. The article discusses the theoretical foundations of the concept of technical thinking, methodological approaches applied in teaching economic sciences, the role of innovative educational technologies, as well as the opportunities of digital learning resources in developing students' professional competencies.

Keywords: technical thinking, economic education, methodological support, digital education, innovative methods, professional competence, practical assignments.

Introduction: In the context of modern social development, technological and economic changes are accelerating in every sphere. Under such conditions, higher education institutions are tasked with developing in students not only general knowledge but also analytical, technical, and creative thinking skills. Technical thinking is the ability to make correct decisions in problematic situations based on logical analysis, to represent economic processes through mathematical models, graphs, and tables, to process information systematically, and to develop innovative solutions.

Developing technical thinking within economic education is an important factor in fostering students' professional competencies, preparing them for the labor market, and expanding their opportunities for making prompt decisions in practice. Therefore, improving the educational and methodological support of economic sciences and adapting it to modern requirements is one of the urgent tasks of today.

Main Part: The concept of technical thinking is interpreted differently in various scientific sources. Some scholars describe it as an advanced form of logical thinking, while others define it as the ability to find technological and economic solutions in problematic situations. Technical thinking combines elements of analytical reasoning, creative approaches, and critical evaluation, which together enable students to develop effective management decisions in their professional activities.

The main function of educational and methodological support in economic education is to integrate theoretical knowledge with practice. In this context, curricula should be developed in accordance with modern requirements, textbooks and manuals should be regularly updated, teaching should employ methods such as case studies, project works, and brainstorming, and educational opportunities should be expanded through digital platforms. Practice shows that teaching economic sciences in a purely theoretical form creates only superficial knowledge in students. However, practical tasks, analytical exercises based on real enterprise data, and the analysis of financial indicators encourage students to think independently.

One of the most effective ways to develop technical thinking is to engage students in preparing reports based on real economic data, analyzing financial indicators, and gaining forecasting

experience. Case study methods allow them to solve problematic situations taken from real enterprise practices. The use of innovative technologies, including simulation software, interactive graphics, and financial calculators, enhances both their digital and analytical skills. Collaborative group work on problem-solving strengthens students' abilities to make decisions collectively and to work effectively as a team.

The following table presents the main methods used in developing students' technical thinking within economic education and their expected outcomes:

Method Type	Description	Expected Outcome
Practical Assignments	Analytical work based on financial indicators and economic reports	Development of independent analysis and conclusion-making skills
Case Study Methods	Solving real-life enterprise problems	Formation of decision-making ability in problematic situations
Innovative Technologies	Use of simulation software, interactive graphics, and financial calculators	Strengthening of digital skills and technical thinking
Group Work	Collaborative problem-solving tasks	Development of teamwork and socio-psychological competencies

In the modern digital economy, developing students' technical thinking skills is increasingly supported by the use of virtual laboratories, online learning resources, artificial intelligence technologies, and interactive software. For example, statistical modeling tools help students learn how to forecast economic indicators, while big data technologies allow them to analyze large volumes of information. This process not only enhances the quality of education but also increases students' competitiveness in the labor market.

Conclusion: In conclusion, the development of technical thinking skills among students is directly linked to the quality of educational and methodological support in economic education. When theory and practice are integrated, when interactive teaching methods are widely applied, and when digital learning resources are effectively utilized, students acquire independent, creative, and analytical thinking skills. This, in turn, contributes to their ability to make effective management decisions, to develop innovative solutions, and to emerge as competitive specialists in the labor market.

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