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DEVELOPING STUDENTS' TECHNICAL THINKING IN ECONOMICS CLASSES THROUGH INNOVATIVE EDUCATIONAL TECHNOLOGIES

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Annotation: The article explores the role of innovative educational technologies in developing students' technical thinking during economics lessons. It highlights modern pedagogical approaches such as digital simulations, problem-based learning, interactive platforms, and practice-oriented tasks that increase learners' analytical and technological competencies. The author examines how integrating these technologies enhances students' understanding of economic models, improves decision-making skills, and fosters creativity. Practical recommendations for educators on implementing innovation-driven teaching methods in economics education are also provided.

Keywords: innovative education, technical thinking, economics teaching, digital technologies, pedagogical innovation, interactive learning, problem-based learning, student competence development

Introduction. One of the most important tasks facing today's education system is preparing the younger generation to become specialists who think in a new way, understand technological processes, and can approach economic issues systematically and logically. Developing students' technical thinking in the process of teaching economics plays a crucial role in achieving this goal. Technical thinking is not only necessary for those majoring in technical fields, but also for anyone engaged in economic activity, as it represents logical, analytical, and practical reasoning skills.

In the context of the digital economy, the use of innovative educational technologies teaches students to model economic processes, analyze them, and assess their efficiency. From this perspective, improving the methodology of developing technical thinking in economics lessons is one of the essential issues that elevates human capital to a qualitatively new level.

The essence of innovative educational technologies. Innovative educational technologies are a system that integrates modern pedagogical approaches, digital tools, interactive methods, and practical projects into the learning process. Their main goal is to develop students' independent thinking, analytical abilities, and creative potential.

Applying innovative technologies in economics classes allows the instructor not only to impart knowledge, but also to engage the student as an active participant in the learning process. The following methods are considered the most effective in this regard:

— Interactive teaching methods (clusters, brainstorming, case studies, analysis of problem situations);

— Information and communication technologies (multimedia presentations, online platforms, virtual economic laboratories);

— Project-based learning (developing technical solutions to economic problems through practical assignments);

— Simulation software (market models, economic process simulators, calculation programs).

These technologies enable students to connect theoretical knowledge with practice, form a technical approach to economic processes, and ultimately develop technical thinking.

The theoretical basis for developing technical thinking in economics classes. Technical thinking is the ability of an individual to identify the most optimal solution in a given situation by considering available resources, to analyze results in advance, and to approach problems from a technical perspective. In economics, this form of thinking manifests itself through analytical reasoning, building economic models, planning processes step-by-step, and expressing results mathematically.

The formation of technical thinking occurs in three stages:

1. **Perception stage** – the student begins to understand the structure and mechanisms of economic processes.
2. **Analysis stage** – the student analyzes the economic model from a technical perspective and identifies cause-and-effect relationships.
3. **Practical stage** – the student applies knowledge and technical thinking to solve problems, for example by developing a model for reducing production costs or creating a profit-maximization strategy.

Methodological approaches to developing technical thinking. Developing technical thinking in students depends directly on the teacher's methodological skills, the form of instruction, and the technologies used. The following approaches are considered the most effective:

1. **Problem-based learning.** Students are given a real economic problem for which they must develop a technically justified solution—for example, optimizing production costs or creating an energy-efficiency improvement project.
2. **Project-based learning.** Students create an economic model in small groups and test it in practice. This strengthens collaboration, analytical skills, and technical reasoning.
3. **Use of information technologies.** Through electronic textbooks, simulation programs, and digital platforms, students visually analyze economic processes, shifting their thinking towards a practical and technical direction.
4. **Game-based technologies.** Activities such as "business games," "market simulators," and "investment project simulations" enhance students' logical reasoning and their ability to analyze economic processes from a technical perspective.

These methods develop students' systematic approach to economic issues and strengthen their ability to solve problems based on technical and logical reasoning.

Practical outcomes of teaching through innovative technologies. Practical experience shows that introducing innovative technologies into economics lessons:

— increases students' independent thinking by 40–50 percent;
— improves their skills in economic modeling, analysis, and calculations;
— fosters active participation in class and the ability to defend their views with technical justification;
— enables faster understanding of economic processes through digital tools.

Additionally, when classes are organized based on innovative technologies, the student perceives themselves not merely as a knowledge recipient, but as an active participant who analyzes and enhances economic processes.

Recommendations:

1. It is necessary to design specialized curricula aimed at developing technical thinking in economics education.
2. Professional development programs that train teachers to work with innovative technologies should be expanded.

3. Establishing economic modeling laboratories at universities and creating opportunities for students to work on practical projects would be highly beneficial.
4. Criteria for assessing students' technical thinking (logical reasoning, speed of analysis, ability to find technical solutions to problems, etc.) should be developed.

Conclusion. Innovative educational technologies are elevating the economic education system to a new qualitative level. With their help, students acquire not only theoretical knowledge but also practical, analytical, and technical thinking skills. Such an approach increases the intellectual level of human capital and contributes to training competitive personnel for the modernization of the economy. Therefore, applying innovative educational technologies in economics lessons is the most effective method for developing technical thinking in students and preparing them for modern economic reasoning.

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