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THE CONTENT OF ECONOMIC EDUCATION AND ITS MODERN DEVELOPMENT TRENDS

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Abstract. This article analyzes the content of economic education and its modern development trends. The role of economic education in the formation of theoretical knowledge, practical skills, analytical and critical thinking, professional qualifications and competencies, as well as personal and social values is highlighted. The article also examines the integration of education with the economy, the importance of digital technologies, innovations, and e-learning in the educational process and management. Innovative approaches to improving professional training and preparing highly qualified specialists in the modern higher education system are presented. The possibilities of training professional personnel through the use of digital technologies in modern higher education, including e-learning, distance professional development, monitoring systems, and the creation of digital educational materials, are discussed. In addition, advanced practices and innovative projects implemented in the Republic of Uzbekistan are provided as examples.

Keywords: Economic education, educational content, modern development, digital technologies, innovations, higher education, professional competencies.

Introduction.

Education is one of the spheres of social activity and depends on many conditions and factors, including economic factors.

With limited investment resources, our country should prioritize the field of education as one of the "national growth points." Investments aimed at improving the quality of human capital are considered a prerequisite for the development of all sectors of the national economy. The education system must already respond to the needs of the economy that will emerge within the next 5–15 years.

The content of economic education has historically developed in connection with the evolution of economic thought. The founder of classical economics, Adam Smith scientifically substantiated market mechanisms, while John Maynard Keynes developed the theory of macroeconomic regulation. The leading representative of monetarism, Milton Friedman, justified the limitation of state intervention in the economy. These theories form the fundamental basis of the content of economic education.

As a means of general socialization of the individual, education cannot remain socially neutral; therefore, it must also possess an economic orientation. However, within the traditional approach, economic education or the "economization" of education may lead to distortions in the form of "irrational economism…, arbitrary exploitation of natural resources…, technocratic gigantism, which always signals the beginning of the end" ("Ecological Manifesto"). This approach is mainly focused on the development of material production, while non-material spheres such as culture, healthcare, art, and education are devalued.

Research Methods. An important aspect of the phenomenization of economic education is an expanded and socialized understanding of economics, in which the economy develops in close interrelation with both production and non-production spheres of human activity.

The final result of an activity and the choice of methods for achieving goals directly depend on how well confidence, motivation, rational needs, economic knowledge, skills, competencies, and

abilities are formed in students. Therefore, the development of the main components of economic competence and economic thinking should become a purposeful objective of higher education.

The development of economic thinking is considered one of the key elements of professional training and retraining. When shaping the content of education, it is necessary to select personally significant qualities, knowledge, and skills of students. The development of economic thinking is influenced not only by the teaching process and curriculum content, but also by intellectual, creative, and independent self-development activities.

Achieving a certain level of economic thinking in students requires initiative, entrepreneurship, high responsibility, and the search for creative approaches that lead to the best economic solutions and the most effective хозяйственный results in order to achieve their material interests.

An important feature of modern economic thinking is its realism. This is primarily reflected in the student's ability to effectively and efficiently apply theoretical knowledge in practice, correctly assess various economic situations, and make timely and appropriate decisions.

Modern economic thinking is distinguished by its constructiveness and strong orientation toward problem-solving. It is incompatible with purely theoretical analysis detached from real-life issues or engagement in utopian fantasies. Under conditions of changes in property relations within the country, irreversible processes are being observed in the development of modern economic thinking.

However, a number of challenges arise in developing the content of students' preparation for the future:

- how to formulate optimal requirements for the system of students' economic knowledge, skills, competencies, and abilities;
- how to select program-methodological support for the formation of the defined system of knowledge, skills, and competencies;
- how to overcome the contradiction between the disciplinary nature of teaching and the integrated character of future professional activity, as well as between theoretical instruction and practical activity.

Research Results. The content of economic education is a comprehensive structure consisting of the knowledge, skills, competencies, and values that students are expected to acquire in the process of studying economic disciplines. It determines the main direction of the educational process and serves not only to provide students with theoretical knowledge, but also to prepare them for practical activities. The content includes the development of economic thinking, analytical abilities, decision-making skills, and the capacity to operate effectively under market conditions.

Table - 1.

Components that students should acquire in the process of studying economic disciplines

Elements of the content of mic education	**Description**
Theoretical knowledge	The fundamental laws, concepts, economic processes, and models nomics.
Practical skills	Performing economic calculations, analyzing data, and making mic decisions.
Analytical and critical ing	The ability to identify problems, evaluate alternative solutions, and strategic decisions.
Professional qualifications ompetencies	Using market mechanisms, management, finance, and digital my tools, as well as managing business situations.
Personal and social values	Responsibility, initiative, cooperation, and work ethics.

If we analyze the main components of the content of economic education one by one,

-Theoretical knowledge helps students master the fundamental laws and concepts of economics, study economic processes and their models, examine market mechanisms, financial systems, and the foundations of the digital economy, as well as develop strategies for implementing economic policy through compliance with economic laws and regulations;

-Practical skills enable students to perform economic calculations and financial analysis, collect, process, and evaluate data, make economic decisions under market conditions, manage business situations, and carry out project assignments and practical exercises in real-life situations;

-Analytical and critical thinking assists in identifying problems, analyzing them, evaluating alternative solutions, developing effective strategies, determining cause-and-effect relationships in the decision-making process, assessing risks, and drawing conclusions based on statistical and economic data;

-Professional qualifications and competencies provide opportunities to learn management, finance, marketing, and digital economy tools, and through them to plan and implement projects, analyze markets, develop business strategies, carry out practical tasks, and effectively use digital and technological tools in professional activities;

-Personal and social values are applied in developing responsibility, initiative, and work ethics, enhancing cooperation and teamwork skills, fostering social responsibility and a conscious attitude toward economic processes, as well as shaping the values of personal development, culture, and professional ethics.

As a result, the content of economic education is aimed not only at providing students with theoretical knowledge, but also at preparing them for practical activities, enabling them to solve problems independently, make effective economic decisions, and perform professional duties in society.

In recent years, significant changes have taken place in the system of higher and postgraduate education. Under the conditions of market reforms, relying on the three stages of marketing research (segment strategy, differentiation of educational programs, and the possibility of implementing educational services), as well as extensive methodological experience in training qualified specialists, higher education institutions have managed to significantly increase the number of students.

During the study of students' experiences in higher education institutions, we found that the characteristics of adult learners with secondary and higher education, as well as professional work experience, determine the specific methodology of their instruction. This methodology has been implemented taking into account the best traditions of national higher education, foreign experience, and the transition of our country to a market economy.

First, the method of "immersion" into specialized subjects from the very first day is usually applied, which helps students focus their attention on professional knowledge. The sequence of studying subjects in blocks makes it possible to reveal the interconnection between disciplines, which is important for training highly qualified specialists. In the case of a second higher education degree or short-term training plans, the first cycle includes professional retraining so that knowledge can be immediately applied in practical work, while the second cycle involves continuing education in accordance with state standards for higher education.

Second, the teaching methodology is based on integrating internationally accepted methodology, theory, and practice, while taking into account the abilities, interests, and inclinations of each student. It also provides opportunities to choose additional elective courses and specialized programs, thereby developing readiness to expand the scope of professional activity.

Third, in order to develop creative personal qualities and train specialists capable of analyzing the consequences of decisions in advance, interactive forms of student participation are applied. During

these classes, the exchange of ideas is free, enabling students to develop compromise skills and the ability to listen to different opinions.

Fourth, the distinctive feature of student training lies in the intersection of the educational process with employers. Students use their studies to solve practical tasks, which requires highly qualified teaching staff and regular participation in classes.

The study of foreign and domestic experience in the development and formation of the economic education system has helped identify the main development trends of economic education as a factor of professional adaptation of the individual.

As a result, the following conclusions can be drawn:

The system of economic education faces the task of promptly taking into account changes in the economy and reflecting them максимально in the educational process. The activities of higher education institutions are focused on cooperation with production structures, aimed at preparing students to adapt to rapidly changing market conditions, improving professional qualifications, and increasing work efficiency.

The most effective psychological and pedagogical conditions for developing the system of economic education as a factor of professional and social adaptation include:

- preparation for socio-professional adaptation, which represents the unity of personal education and includes motivational, reflective, volitional, operational, and evaluative components;
- the use of socially oriented situations aimed at preparing future economists to understand, accept, and perform various functions and roles in society;
- the orientation of the content and technologies of economic education toward the spiritual and professional development of future specialists, including cognitive, emotional-evaluative, and behavioral components that shape the individual's value-semantic orientation.

The following principles should form the basis for developing educational programs:

- the program should be aimed not only at meeting current demands, but also future needs for qualified personnel at all levels; specialized programs should be periodically updated in accordance with the needs of the market economy;
- the new educational concept should combine the requirements of the market economy with practice-oriented applied education and include workplace training during employees' professional activities;
- systematic economic education ensures interconnection in the processes of training, retraining, and advanced qualification of specialists, which is based on differentiating pedagogical influence in order to form the required level of personnel structure in enterprises.

The development and application of modern trends in economic education within the digital environment is currently one of the most important and demanded tasks.

At present, digital transformation is influencing all sectors and spheres of the economy. On October 5, 2020, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, signed the decree "On approval of the Digital Uzbekistan 2030 Strategy and measures for its effective implementation" [1,3].

This decree предусматривает the implementation of the strategy and a comprehensive set of measures. Within the framework of this strategy, considerable attention is paid to preparing young people for the labor market in accordance with the requirements of the digital economy [2].

Future personnel for the digital economy include school students, university students, and adults undergoing retraining in the study of digital technologies and the acquisition of innovative specialties.

Scientific research shows that the use of information and communication technologies currently has a positive impact on the educational process for different age groups (Figure 1).

Effectiveness of educational systems

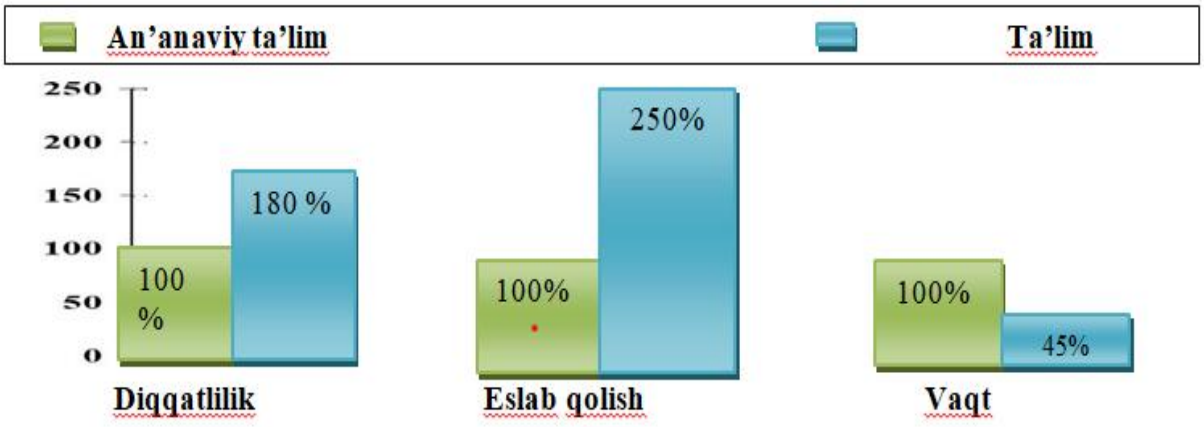

Figure 1: Effectiveness of Educational Systems

In the Republic of Uzbekistan, there is also certain experience in developing innovative projects with the participation of students. Among the most important projects in the field of information technologies, the following can be highlighted:

- **Coronavirus Yordam** – a Telegram bot providing consultations on coronavirus infection;
- **"Abiturient"** – a new public service through the Unified Portal that allows students to register online;
- **ImtihonGo** – a mobile application developed by students of Tashkent University of Information Technologies, which helps determine the location of entrance examinations;
- **Self-safety** – a mobile application supporting social distancing;
- **Birdamlik** – a project developed by students of INHA University in Tashkent aimed at coordinating volunteer activities;
- **Free educational courses in cooperation with Coursera** – available in the Uzbek language and considered one of the world's leading online learning platforms.

In addition, in the modern era, all professions are undergoing changes. According to scholars, the following formula is currently relevant:



Figure 2: Modern Professions.

This approach shows that in the modern era, the use of ICT (Information and Communication Technologies) is an important factor in economic development (Figure 3).



Figure 3: Information and Communication Technologies are an Important Factor in the Economic Development of Industries and Sectors of the Economy.

In conclusion, it can be stated that higher education today is a sector of the economy in which ICT and innovations play an important role not only in the educational process but also in the management of the system.

Modern higher education cannot be imagined without digital technologies such as blockchain, artificial intelligence, robotics, and virtual reality. These technologies perform both educational and managerial functions.

The educational function is reflected in the organization of e-learning based on cloud technologies, identification, generalization, and dissemination of best practices, as well as distance professional development and retraining of different categories of educational staff.

The management function includes the use of digital technologies for online management of the educational process, monitoring, and reporting of performance indicators (diagrams, rankings), methodological support, as well as the development and expert evaluation of digital learning materials and assessment tools.

Conclusion. Thus, education is an important sphere of social activity that depends on economic and other factors. Investment in education in our country is essential for the development of human capital and strengthening all sectors of the economy. Modern economic education includes not only theoretical knowledge but also practical skills, analytical thinking, the use of digital economy tools, and the formation of professional competencies.

Information and communication technologies (ICT) and innovations play a key role in both the educational process and system management. Modern higher education cannot be imagined without digital technologies such as blockchain, artificial intelligence, robotics, and virtual reality. These technologies enable e-learning, distance professional development, monitoring, reporting, and the use of digital educational materials.

Thus, modern higher education serves to train highly qualified specialists for the national economy, prepare them for rapidly changing market conditions, and ensure their professional and social adaptation.

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