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TÍTULO: Mejorando el uso de tecnologías educativas en la enseñanza de la economía.

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RESUMEN. La relevancia del tema es que el uso de una variedad de tecnologías pedagógicas es actualmente necesario no solo para garantizar una presentación atractiva y fascinante de la información a los estudiantes, sino también para una mejor memorización del material. El problema es que en la etapa actual del desarrollo de la educación, muchos docentes no siguen el ritmo de un desarrollo tan rápido de las tecnologías pedagógicas y, por lo tanto, no pueden aplicar su diversidad en su proceso pedagógico. Una utilidad práctica especial del documento radica en el hecho de que considera los fundamentos y características de las tecnologías pedagógicas y su aplicación en las clases de economía, lo que permite aplicar estos estudios en el proceso pedagógico de las organizaciones educativas.

PALABRAS CLAVE: Tecnologías pedagógicas, memorización del material, presentación de información.

TITLE: Improving the Use of Educational Technologies in Teaching Economics

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ABSTRACT: The relevance of the topic is the use of a variety of pedagogical technologies; it is currently necessary not only for ensuring attractive and fascinating presentation of information to students, but also for better memorization of the material. The problem is that at the present stage of the development of education, many teachers do not keep pace with such a rapid development of pedagogical technologies, and therefore, cannot apply their diversity in their pedagogical process. A special practical usefulness of the paper lies in the fact that it considers the fundamentals and features of pedagogical technologies and their application in classes in economics, which makes it possible to apply these studies in the pedagogical process of educational organizations.

KEY WORDS: pedagogical technologies, memorization of the material, presentation of information.

INTRODUCTION.

At the present stage of the development of education, the social order of society has changed significantly in relation to learning, namely: it is necessary to be able to form a personality capable of creative, conscious, independent determination of its activities, and self-regulation that ensures achievement of this goal. Having a store of knowledge, skills and abilities is already considered insufficient for the modern society. In addition, a person must be outcome-oriented, capable of striving for certain, socially significant achievements (Gapsalamov et al., 2016). In this regard, the personal orientation of education today is one of the main trends of development and learning.

Education progresses, so the teacher faces a problem connected with the revision of his/her position in the educational process. He/she needs to solve a number of tasks that are related to the following questions: how to actualize the knowledge already available to the learners, how to reveal their thinking, how to teach to reflect and analyze their own growth, how to encourage them to learn independently and how to choose an effective way for this.

Therefore, the modern teacher should have knowledge and skills of modern technologies in education, despite the fact that this way of mastering new educational technologies is complex and thorny (Vasilev et al., 2016). In addition, the teacher needs to be competent so that he/she can manage the whole process of personality development of the learner, which means the teacher's ability to solve problems and typical tasks that arise in real situations, activities, using his/her knowledge, experience, values and propensities.

DEVELOPMENT.

Methods.

The authors relied in their study on the understanding of pedagogical technology as an optimal, specially organized impact on the learner, which pedagogically competent organization determines the comprehensive interaction of the learner with the surrounding world (Merzon & Ibatullin, 2016).

To date, every educational organization and every teacher is looking for the most effective ways to improve the educational process, increase the interest of students and their academic performance.

Pedagogical learning technologies are system categories, the structural components of which are (Zaitsev, 2012): learning objectives; learning content; means of pedagogical interaction; organization of educational process; learner, teacher; performance.

Modern science has a wide variety of approaches to the definition of the term "pedagogical technology", which is explained by the versatility of this concept. So, most experts unite all these definitions with four fundamentally important provisions:

1. Planning training and education on the basis of a precisely defined desired standard.

2. Programming the educational process in the form of a strict sequence of actions of the teacher and student.

3. Comparing the results of education and upbringing with the originally planned standard both during the teaching and educational process, that is, monitoring, and during summarizing.

4. Correcting the results at any stage of the educational process.

Thus, it is possible to single out the criteria that make up the essence of pedagogical technology (Osadchy & Akhmetshin, 2015): an unambiguous and strict definition of the learning objectives (why and for what); selection and structure of content (what); optimal organization of the educational process (how); methods, techniques, means of teaching (by what means); the required real skill level of the teacher (who); and objective methods of evaluating learning outcomes (is this true?).

Any pedagogical technology has its own methodological requirements for the development, which are its characteristics. They are the scientific base, controllability, systemic nature, reproducibility, and efficiency (Rusakova, 2014):

1. The scientific base is based on certain scientific concepts of mastering the learning content, the methodological approach, the scientific justification of the process of achieving pedagogical goals, which in a broader sense implies the reliance on the theory of personality.

2. Controllability means the possibility of goal-setting, planning and designing of the pedagogical process, variation by means and methods with the aim of correcting the results.

3. The systemic nature includes the logical interconnection of parts and the structural integrity of the technology.

4. Reproducibility implies the possibility of application in other educational organizations, by other educators, since this characteristic reflects the existence of a logically connected system of stages that are aimed at achieving a certain result.

5. Efficiency. Pedagogical technologies, implemented in specific conditions, must ensure the achievement of a certain standard of training, personality traits, and be effective in terms of results and cost-effective (Vikulina, 2010).

Results.

The effectiveness of the educational process is largely determined by the methodology of teaching. In modern conditions, economic education is subject to change because of the dynamics of public life. Therefore, the problem of improving the methodology of teaching the economy is becoming more urgent. The effectiveness of training and the level of preparation in any discipline directly depends on the interaction of the link "teacher-learner". The economic disciplines are no exception. One cannot replace the atmosphere of creativity that arises from direct communication between the teacher and the student.

To date, there are more than a hundred different pedagogical technologies. And this does not end their development: new technologies continue arising. To explain this phenomenon, we can identify the main reasons for the emergence of new pedagogical technologies, namely (Zaitsev, 2012): the need for a deeper consideration and use of psychophysiological and personal characteristics of learners; the realization of the imperative need to replace the ineffective verbal way of transferring knowledge with the system-activity approach; provision of the opportunity to design the educational process, organizational forms of interaction between the teacher and the learner, which ensures guaranteed learning outcomes.

Each pedagogical technology gives different but close to some average statistical value results, which is characteristic for this technology. Differences are due to the fact that the same technology can be performed by different educators more or less conscientiously, precisely according to instructions or using their creative abilities (Zaitsev, 2012).

Based on the various features and characteristics of all these created pedagogical technologies, many of their classifications were formed. We will consider only the main ones.

The first one can be the classification where the fundamentally important aspect of pedagogical technology lies in the position of the learner in the educational process, the teachers' attitude towards the students. Several types of technologies are distinguished here (Osadchy & Akhmetshin, 2015):

1. Authoritarian technology. In this technology, the teacher acts as the "sole subject" of the educational process, and the student is only an "object", a "cog".

2. Didactocentric technology. It has a high degree of inattention to the personality of the child, where the subject-object relations of the teacher and the student also prevail, the priority of education before upbringing, and didactic means are considered to be the most important factors in the formation of the personality.

3. Person-centered technology. In this technology, the center of the entire educational system is the personality of the learner with the provision of comfortable, conflict-free and safe conditions for its development, the implementation of its natural potentials.

4. Humane-personal technology. The basis of this technology is a humanistic essence, a psychotherapeutic focus on supporting the personality.

5. Cooperation technology is the realization of democracy, equality, partnership in subject-subject relations between the teacher and the student.

6. Free upbringing technology. It focuses on giving the learner freedom of choice and independence in a greater or lesser sphere of life.

7. Esoteric technology. The basis is the doctrine of esoteric (subconscious) knowledge: the truth and the ways that lead to it.

The second classification is as follows (Rusakova, 2014):

1. By the content of the educational process: teaching technologies; upbringing technologies; pedagogical system management technologies.

2. By the objectives of the educational process: knowledge-oriented technologies; person-centered technologies.

3. By the directions of modernization of the traditional educational system:

- Technologies aimed at the organization of individual components of pedagogical activity of the teacher (for example, the technology of planning a class or educational event, the technology of developing didactic tests, etc.).
- Developing and person-centered learning technologies.
- Technologies aimed at activating and optimizing the cognitive activity of students (for example, game education technology, problem learning technology, and others).
- Technologies aimed at effective control of the learning process (for example, information and communication technology in education, technology of differentiation, modular training, etc.).
- Technologies promoting the development of the creative potential of the individual, or creative technologies (for example, the technology of development of critical thinking, the technology of pedagogical workshops etc.);
- Alternative pedagogical technologies (for example, Waldorf pedagogy by Rudolf Steiner, Montessori pedagogics etc.).

Having analyzed the above classifications, as well as several sources where authors offer their classifications of pedagogical technologies (Merzon & Ibatullin, 2016; Vikulina, 2010), we can conclude that the main technologies that are more widely used in modern pedagogical activity include the following: traditional technologies; critical thinking development technology; cooperative training; game education technologies; design teaching methods; pedagogical workshop technology; different-level (differentiated) teaching technology; case technology; and information and communication technologies.

Each of these pedagogical technologies has its own goals and objectives, distinctive features, peculiarities in application, and therefore we will discuss each of them in more detail.

It can be concluded that the diversity of pedagogical technologies allows us to choose which of them to apply in our pedagogical activities, and the choice will be made on the basis of what goals we want to achieve, what transformations we want to do, how to motivate students and how to involve them in the educational process, interested in learning the subject.

Discussion.

In order to find out the attractiveness of pedagogical technologies for students and to include the technologies in the educational process, the students of grade 11A of MBEI “Secondary School no.6”, Yelabuga, Republic of Tatarstan, took part in a lecture class using the following pedagogical technologies (Vikulina, 2010):

1. Game education technology. The lesson was to explain the new topic "State Budget" and consolidate it with the help of intellectual games, which are an effective tool in mastering theoretical knowledge, scientific concepts and terms. The list of games includes: crossword; reference task; the game “True or false" (contains "closed" questions that require an answer: yes or no, right or wrong, true or false); the game “Fillwords”. The technology was chosen so that the

students with the help of games could concentrate, think independently, develop their attention and consolidate their knowledge gained during the lesson.

2. Critical thinking development technology - an explanation of a new topic "Public debt" and its consolidation with the help of methodical techniques:

- Drawing up the cluster "Bunch of grapes" in groups of 4 people. At the top middle of a clean sheet is the written keyword, which is the "heart" of the text, that is, the topic of the lesson. Next, we start from the keyword and write down words, phrases or sentences that express ideas, facts, images related to the topic. Thus, as you write, logical links are built, and you get a structure that graphically displays the information field of the text.

- “Rings in the Water” technique. Write down the reference word, which is the studied concept or phenomenon in the studied topic. The word is written in a column, then the students together select for each letter the nouns, verbs, adjectives or stable phrases for the subject learnt.

Critical thinking technology was chosen so that students could logically think, express their opinion, develop communicative skills, take into account the opinions of their classmates, and work in groups.

3. Traditional technology on "World Economy”, divided into two parts due to the large amount of information. Lessons were held in an explanatory-illustrative form, using a projector and a laptop. Since the predominant number of lessons in grade 11A are conducted in traditional form, this technology was chosen. If each lesson is conducted solely with pedagogical technologies, students will be "bored" with such lessons, besides the development of classes with pedagogical technologies requires a lot of time.

The following technologies were used in the form of practical class (Merzon & Ibatullin, 2016):

1. Different-level teaching technology. The students who pass Social Studies, had the tasks of the USE of 2017 prepared, and those who has no exams in this subject, dealt with a light version of the tasks of the past years based on the educational program. The work consisted in solving tasks independently. In case of any difficulties arising in view of the complex formulation of the task, the issue was dealt jointly. At the end, a final discussion was held of the tasks with the most difficulties and whether a repetition should be carried out on these topics.

2. Case technology is the most universal of the methods of interactive learning: it shows the knowledge of students, their readiness to make decisions, helps to develop the ability to listen and correctly express their thoughts. There were given two economic situational tasks and questions thereto that had to be answered. The class was divided into 4 teams with the same tasks given. For the analysis of each case and answers to questions 10 minutes were given. Next, the case was discussed, where each team has 3 minutes to share their views on the answers to the questions.

3. Project teaching. A homework was given: to divide the class (20 people) in 4 groups of 5 people. Each group must choose a topic on the subject "Economics" (discussing with other groups so that there are no coincidences). The choice of the topic was carried out according to the following principle: the subject was passed, but required a repetition for better consolidation. It was also necessary to prepare a brief presentation on the main points of the chosen topic with the presentation.

Lesson course:

- Briefing: each team (there are 4) is given 10 minutes for the speech, all members of the team must participate in the speech;

- Speech: the teams come out in random order and tell (explain) their topic; at the end of the speech they can be asked questions on the topic;

- Summing up: final discussion, whether these speeches helped in assimilating the proposed topics, are there any other topics that cause difficulties or need to be repeated.

This technology was chosen for the following reasons:

1) Allow the students to make their own choice, which questions about the economy remained unresolved, made a conclusion for themselves what information is preferable for repetition.

2) Develop the cognitive and creative skills of students, the ability to independently build their knowledge, the ability to navigate the information space, communicative skills when working in groups.

3) Show on their example possible forms of conducting the seminar classes they will attend in their further studies at the university.

4. Traditional technology. Solving USE tasks shown on the presentation slides by all together. If there are difficulties in choosing or providing an answer, the task is sorted out and the choice of the right answer is explained, and difficult moments are also discussed. At the end of the lesson, the final discussion of the tasks, their analysis, revealing the most difficult ones, and whether it is necessary to repeat these topics.

Thus, 4 lectures and 4 practical classes in economics were held, where 6 different pedagogical technologies were applied, for each of which a different structure of the lesson was drawn up. After the cycle of classes, the students were surveyed in order to study how much, in their opinion, pedagogical technologies in the study of economic disciplines help. According to the students, pedagogical technologies help to better understand the material (60% of answers); to better remember the material (25%); to structure the material (15%).

The majority of the students in the class evaluated the effectiveness of the technologies at the average level (65%), 35% of the pupils gave a high rating, no one in the class put a low rating.

When choosing those technologies preferable to be used in further lessons, the students' opinions were as follows:

1) Unanimous “Yes” for game education technology.

2) Traditional technology and case-method shared the second place.

3) Different-level teaching technology, as well as the technology of development of critical thinking and the design method shared equally “pro and contra” positions, while many students also refrained from responding.

Summarizing the answers of the whole class, we shall draw a few conclusions:

- The students are familiar with the concept of pedagogical technology and some its kinds, that is why they already have their own point of view about them and know what technologies they would or would not prefer to see in their classes.

- The students noted that pedagogical technologies allow them to acquire new knowledge, develop their abilities and interests, so one of the main goals of the classes was achieved.

- Based on the fact that students are able to analyze their results of work, and also easily support the discussion in the lesson, it is more interesting to work with such a team and they already have a basis for developing a full-fledged personality.

After analyzing the work of the MBEI “Secondary School No.6” of Yelabuga, Republic of Tatarstan, on the application of pedagogical technologies in the Economics classes, it is possible to make a list of technologies that can be conducted in the analyzed class. After developing classes in economics with selected technologies, taking into account their design features, conducting them and, as a result, organizing questionnaires, we should find out the interests of the social group involved in these classes, which will subsequently reveal the problems of the educational process and give recommendations for them.

CONCLUSIONS.

Currently, the developmental function that provides the formation of the learner's personality comes to the fore in the education system. The teacher needs to develop his/her classes in such a way that they can disclose the individual abilities of students, develop their mental, creative and social activity, which are important conditions for their preparation for social life.

Pedagogical technologies are a set of forms, methods, means and techniques of teaching, educational tools that determine the activities of both the teacher and the learners, aimed at the successful implementation of the set educational goals with the development of the learner's personality.

In order to successfully and effectively use modern pedagogical technologies in teaching Economics, the teacher should:

- Understand the ideology of pedagogical technology, determine the social group it is intended for.
- Accept a certain culture of the activity of one or another author whose technology the teacher has chosen to master.
- Provide oneself with the opportunity to "live" in this technology, passing it through the system of own feelings, needs and values.
- Support on scientific theory in own activity.
- Take into account own and students' personal qualities in the selection of pedagogical technology.
- Develop own pedagogical skills and the level of technological culture.
- Comply with the design structure of modern pedagogical technology.

We should also note in our conclusion that in terms of applying pedagogical technologies, the teacher is the organizer of independent active cognitive activity of students, a competent consultant and assistant. The fulfillment of such a role is much more complicated than traditional teaching and requires a higher level of professional and pedagogical culture from the teacher.

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