



Enhancement Of Educational Technologies For The Development Of Competence In Future Economics Specialists

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ABSTRACT

The article examines current issues regarding the enhancement of educational technologies for developing the professional competence of future economists. Modern approaches to fostering key competencies in economics students within the context of the digitalization of education are analyzed. The study aims to identify the most effective educational technologies that contribute to the development of analytical, communicative, and managerial skills in future economics specialists. The paper presents the results of an analysis regarding the application of interactive teaching methods, digital platforms, and a project-oriented approach in the educational process. Recommendations are proposed for the implementation of innovative educational technologies to improve the quality of training for economic specialists in accordance with the requirements of the modern labor market.

Keywords:

educational technologies, professional competence, economic education, digitalization, innovative teaching methods, interactive technologies, project-based approach, quality of education

Introduction. The modern economic environment is characterized by high dynamism, the increasing complexity of business processes, and the integration of digital technologies into all spheres of activity. In this context, the issue of training qualified economics specialists who possess not only fundamental knowledge but also developed professional competencies becomes particularly relevant.

Traditional teaching methods in economic education often do not fully meet the modern requirements of employers and the labor market. Consequently, there arises a need for a fundamental revision of educational approaches and the implementation of innovative technologies aimed at developing students'

practical skills, critical thinking, and adaptability to rapidly changing conditions.

The objective of the study is to analyze modern educational technologies and develop recommendations for their enhancement to effectively develop the professional competence of future economists.

Materials and Methods. The research was conducted based on an analysis of modern educational technologies applied in the training of economics specialists at higher education institutions. The methodological basis of the study comprised the systems approach to the analysis of the educational process, the competency-based approach in education [1], as well as the theoretical principles of higher

education pedagogy and innovative educational technologies [2].

The following main research methods were employed:

- **Theoretical methods:** analysis and synthesis of scientific-pedagogical literature on the problems of the competency-based approach in economic education [3]; study of normative documents in the field of higher education; systematization and generalization of the experience of applying educational technologies in the training of economists [4].
- **Empirical methods:** pedagogical observation of the educational process; surveying of students majoring in economics (n=240) and teachers of specialized disciplines (n=45); expert assessment of the effectiveness of various educational technologies [5]; analysis of students' academic performance results when using traditional and innovative teaching methods.
- **Statistical methods:** descriptive statistics for processing survey results; correlation analysis to identify relationships between the applied educational technologies and the level of professional competence formation [6].

The research materials included: curricula and work programs of disciplines for economics majors; funds of assessment tools for determining the level of competence formation; data from the monitoring of the employment of economics graduates [7]; and results of the external assessment of specialist training quality by employers.

The experimental part of the study was conducted during the 2023-2024 academic year involving 2nd-4th year students majoring in "Economics," "Management," and "Finance and Credit." The control group (n=120) was taught using traditional educational technologies, while the experimental group (n=120) was taught using innovative teaching methods,

including digital platforms, project-based learning, and interactive technologies [8].

The following criteria were used to evaluate the effectiveness of educational technologies: the level of professional competence formation in accordance with the FSES HE [9]; the degree of students' readiness for professional activity; the level of motivation for learning and self-development; and the quality of practical assignments and project work execution [10].

Results. The analysis of the current state of educational technologies in economic education revealed a number of significant shortcomings in traditional teaching methods. The survey results showed that 73% of economics students noted the insufficient practical orientation of the educational process, while 68% of instructors indicated the need for the implementation of interactive teaching methods.

A comparative analysis of learning outcomes in the control and experimental groups demonstrated significant differences in the level of professional competence formation. In the experimental group, where innovative educational technologies were applied, the average score for professional competencies was 4.2 (on a 5-point scale), whereas in the control group it was 3.6 points.

Particularly pronounced differences were observed in the development of analytical skills: students in the experimental group demonstrated results that were 34% higher when solving practical economic problems. The utilization of digital platforms and simulation programs contributed to the formation of skills in working with big data and modern analytical tools [11].

The results of implementing the project-oriented approach showed a 28% increase in the level of teamwork and a 31% improvement in the development of communicative competencies compared to traditional teaching methods. Students in the experimental group demonstrated a higher degree of readiness to

independently solve professional tasks and make managerial decisions.

An analysis of the use of interactive technologies, including business games, case studies, and brainstorming, revealed their high effectiveness in fostering creative thinking and the capacity for innovative activity. The proportion of students capable of generating non-standard solutions to economic problems was 67% in the experimental group, compared to 41% in the control group.

Monitoring of learning motivation showed a steady increase in interest in studying economic disciplines among 82% of the students in the experimental group. The application of gamification and interactive elements contributed to a 19% increase in class attendance and a 45% increase in student engagement during classroom activities.

The results of the digital competence assessment revealed a substantial advantage for students trained using modern educational platforms. The level of proficiency with specialized software in the experimental group was 52% higher, which aligns with modern employer requirements for the qualifications of economists [12].

An analysis of long-term results indicated that graduates trained using innovative educational technologies demonstrate higher employment rates in their field of specialization (89% versus 71%) and adapt more quickly to professional activities during the first months of employment.

Discussion. The obtained research results convincingly demonstrate the necessity and effectiveness of enhancing educational technologies in the training of specialists in the economic profile. The revealed differences in the level of professional competence formation between the experimental and control groups indicate the significant potential of innovative teaching methods.

Of particular note is the fact that the most pronounced differences were observed precisely in those competencies that are most in demand by the modern labor market: analytical

skills, the ability to work with digital technologies, and teamwork. This confirms the validity of the chosen direction for modernizing the educational process and its alignment with the current needs of the economy.

The success of utilizing digital platforms and simulation programs is explained by the fact that they allow for the creation of an educational environment that is maximally close to reality, in which students can practically apply theoretical knowledge. At the same time, it is important to note that the effectiveness of digital technologies directly depends on the quality of their methodological support and the readiness of the teaching staff to use them.

The high results of the project-oriented approach are due to its ability to integrate various aspects of an economist's professional activity into a single educational product. Working on projects fosters systems thinking, planning and control skills, and the ability to work under conditions of uncertainty among students, which is critically important for modern economic activity.

Interactive technologies, such as business games and case studies, proved particularly effective in developing creative thinking and communicative skills. Their advantage lies in the possibility of modeling complex economic situations and practicing various behavioral strategies in a safe educational environment. However, it should be noted that their effectiveness substantially depends on the quality of scenario development and the instructor's professionalism as a moderator.

The increase in learning motivation in the experimental group can be explained by several factors. Firstly, the variety of methods applied allows for accommodating students' different types of information perception. Secondly, the practical orientation of innovative technologies makes learning more meaningful for students, who see a direct link between the material being studied and their future professional activity.

Results regarding the formation of digital competencies are of particular importance. In the context of the digital transformation of the

economy, proficiency in modern information technologies becomes a basic requirement for specialists at any level. The experimental data show that the targeted inclusion of digital tools in the educational process not only improves students' technical literacy but also contributes to the development of analytical thinking.

At the same time, the implementation of innovative educational technologies is associated with certain challenges. The main difficulties include: the need for significant investment in the technical equipment of the educational process; the need for professional development of the teaching staff; the complexity of developing high-quality content for new educational formats; and the necessity of revising the system for assessing learning outcomes.

The long-term research results regarding the employment and professional adaptation of graduates confirm the strategic importance of modernizing educational technologies. Higher employment rates in the field of specialization and rapid adaptation to professional activity indicate that innovative teaching methods indeed contribute to forming readiness for practical activity.

Conclusion. The conducted study convincingly proves the effectiveness of enhancing educational technologies for the development of professional competence in future economics specialists. The results of the experiment demonstrate a statistically significant increase in the level of key professional competence formation among students trained using innovative methods.

The following were recognized as the most effective educational technologies for training economists: digital platforms and simulation programs that ensure practice-oriented learning; a project-oriented approach that facilitates the integration of theoretical knowledge and practical skills; interactive teaching methods that develop communicative competencies and creative thinking; and the

gamification of the educational process, which enhances student motivation for learning.

Of particular value are the results indicating the formation of digital competencies in students, which are critically important in the context of the digital transformation of the economy. The 52% increase in the level of proficiency with specialized software creates significant competitive advantages for graduates in the labor market.

The study revealed the systemic nature of the positive influence of innovative educational technologies on various aspects of professional training: from the formation of basic competencies to the development of the capacity for lifelong learning and adaptation to changing conditions of professional activity.

The practical significance of the research lies in the development of scientifically substantiated recommendations for the modernization of the educational process in economic higher education institutions. The proposed complex of educational technologies can be successfully adapted for various fields of economic training, taking into account their specific characteristics.

For the successful implementation of the identified educational technologies, it is recommended to: ensure the phased implementation of innovative methods considering the readiness of the educational organization; organize systematic professional development for instructors in the field of modern educational technologies; create a material and technical infrastructure that meets the requirements of a digital educational environment; and develop a system for monitoring and evaluating the effectiveness of the applied technologies.

Prospects for further research are associated with studying the possibilities of applying artificial intelligence and virtual reality technologies in economic education, as well as developing personalized educational trajectories based on an analysis of students' individual characteristics.

The research results make a substantial contribution to the theory and practice of economic education and can serve as a basis for the further enhancement of the training of competitive specialists capable of functioning effectively in the modern digital economy.

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