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**Dilafuz Abidovna Xudayberdieva**  
without a specific place of work  
senior teacher

**Xayrulla Nosirullaevich Shodmonov**  
without a specific place of work  
senior teacher

## METHODS OF TEACHING ECONOMIC DISCIPLINES IN MODERN CONDITIONS OF THE MODIFICATION

**Abstract:** Method in the exact sense of the word is the teaching of methods of training and education. The subject of the teaching methodology is the process of teaching a particular discipline.

**Key words:** method, innovation, education, modern condition, modification, economic.

**Language:** English

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### Introduction

### UDC 33

Many people know that the effectiveness of the educational process is largely determined by the method of teaching the discipline. The concept of "method" is translated from ancient Greek as a way of research, theory, and teaching. Therefore, it is a way of teaching a particular academic subject. The role and importance of methods in the field of economic Sciences in modern conditions is constantly increasing. If education in the field of natural Sciences is less susceptible to changes due to the dynamics of social life, then economic education responds most directly to changes in social development. Therefore, the problem of improving the methodology of teaching Economics is becoming very relevant. Its task is to study the regularities of this training and establish on their basis the regulatory requirements for the activities of teachers. In other words, a method is a set of certain methods through which the requirements for teaching are implemented [1].

The methodology of teaching social Sciences is designed to provide a high theoretical level of teaching, strict scientific character, brightness and clarity of presentation of the material. As a set of

certain techniques, the teaching methodology is inextricably linked to the content of the studied science and its methodology. In many examples, you can clearly trace the relationship between methodology and teaching methods. For example, the lack of development of the methodology inevitably and negatively affects the methodological level of lectures and seminars, and Vice versa. The methodology as a teaching about methods of education and upbringing is a part of the General theory of education and training-didactics, which develops the whole complex of issues of content, methods and forms of education. The latter acts as an organic part of pedagogy, which has as its subject education, training and education of people. Private methods of teaching individual disciplines are links in the General system of pedagogical Sciences. They include and use the basic principles of pedagogy and didactics in relation to the peculiarities of teaching specific disciplines [2].

The methodology deals with the regularities of teaching and studying a particular science. Bearing in mind its service role in relation to the latter, it is possible to define the methodology as a form by which the content of this science, its significance for practice, its relationship with other Sciences, and its

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educational value are revealed in the process of studying and learning. It is known that everything special is also common in this respect. Therefore, the method of teaching each of the social Sciences, acting as a special one in relation to the method of teaching all social Sciences, is at the same time General in relation to private methods. The method is designed to ensure the implementation of the principles of didactics, namely: - connection of theory with practice; - systematic and consistent training of specialists; - consciousness, activity and independence of students in their studies; - connection of individual search for knowledge with educational work in the team; - the combination of abstract thinking with clarity in teaching; - the strength of learning; - the availability of scientific knowledge; - the unity of teaching and education in all forms of the educational process [1].

The scientific basis of the methodology permeates all the links of educational work. The following forms of educational process in the teaching of social Sciences have developed in the University educational practice: lectures, independent work of students, seminars, consultations, tests, exams, and various forms of extracurricular work. The effectiveness of training and the level of training in any discipline is directly dependent on the interaction of the "teacher-student" link. The economy is no exception. There is no substitute for the atmosphere of creativity that occurs when the teacher and students communicate directly. In educational practice, the following forms of the educational process in the teaching of social Sciences have developed: lectures, independent work, seminars, consultations, tests, exams, and various forms of extracurricular work. None of these forms can be recognized as universal, capable of replacing others. The forms of the educational process are interrelated, interdependent and logical sequence. The methodology of one form of work has a significant impact on the other. Thus, such a form of oral communication between the teacher and the audience for the purpose of transmitting scientific knowledge as a lesson-lecture is still relevant. In addition, in order to "broadcast" the facts and their relationship to students, you can ask them to analyze the situation (problem) and search for ways to change this situation for the better. Modern educational lectures are divided into 4 types:

1. A review lecture aimed at restoring the acquired knowledge or getting acquainted with some new poorly studied material for the formation of a complete knowledge.

2. A problem lecture presents the material as a problem or a set of problems, a set of different points of view on one side or another. There is no specific solution to the situation, it must be sought together by both the teacher and the students (the method of specific situations).

3. A subject lecture is a section or part of the theoretical course being studied. It may well contain questions and some overview information.

4. Installation lecture, the main task of which is to systematize the knowledge available to students, focusing on the most complex problems, recommendations for independent work and information about the literature used [2]. The main functions of the seminar (in order of priority) can be: - educational and cognitive function-consolidation, expansion, and deepening of knowledge gained at lectures and in the course of independent work. - training function-school of public speaking, development of skills of selection and generalization of information. - stimulating function means an incentive to further test your creative powers and prepare for more active and purposeful work. - educational function-formation of worldview and beliefs, education of independence, courage, scientific search, competition. - the controlling function is to check the level of knowledge and the quality of independent work of students [3].

In addition to lectures and seminars, there is also independent work of students. The role of the teacher in the organization and management of independent work includes: teaching independent work during lectures, workshops, seminars, and consultations; management of independent work: development and completion of tasks for independent work, assistance in improving efficiency and quality; control of independent work: both direct and indirect through control and verification activities; correction of independent work: group and individual. The complexity of the management and organization of independent work of students is explained by a number of factors, the main of which is: - frequent change of economic priorities; - insufficiency of the library Fund with modern high-quality textbooks and manuals on economic Sciences; - specifics of this work (outside the schedule, outside the walls of the educational institution); - lack of unity in the organizational and methodological requirements for independent work [4].

To improve the learning process in today's time, it is best to conduct an integrated lesson in order to study, consolidate and summarize material on a specific topic. The lessons provide for changing the types of activities of students, using technical tools (slide shows, movies), and performing tasks to consolidate the studied material. Intersubject knowledge, skills, and skills used in educational activities are also reflected in the extracurricular activities of students. integration helps to bring subjects closer together, find common points of contact, and present the content of disciplines more deeply and in a larger volume. An integrated lesson differs from the traditional use of intersubject links, which only involve the occasional inclusion of material from other subjects. The subject of the

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analysis in the integrated lesson is multidimensional objects, information about the essence of which is contained in various academic disciplines. This leads to the emergence of a qualitatively new type of knowledge, which is expressed in General scientific concepts, categories, and approaches. The structure of integrated lessons differs from regular lessons in the following features: first, the maximum clarity and compactness of the training material; secondly, the logical interdependence, interconnectedness of the material of the integrated subjects at each stage of the lesson; and finally, the large informative capacity of the educational material used in the lesson [2]. When planning and organizing such lessons, it is important for the teacher to consider the following conditions:

1. The integrated lesson combines knowledge blocks of two or three different subjects, so it is extremely important to correctly identify the main goal of the integrated lesson. If the General goal is defined, then only the information that is necessary for its implementation is taken from the content of the items;

2. Integration helps to relieve stress, overload, and fatigue of students by switching them to a variety of activities during the lesson. When planning, it is necessary to carefully determine the optimal load of various activities of students in the lesson;

3. When conducting an integrated lesson, teachers who teach different subjects need careful coordination of actions [3].

It is no secret that the effectiveness of the educational process is largely determined by the teaching methodology. The widespread use of unified methods and the transition to exclusively written control over students' acquisition of study subjects formally reduces the role of the teacher in the direct learning process. Meanwhile, the level of training and the effectiveness of training are directly dependent on the interaction of the teacher — student link. Both sides should play a creative role in the learning process. It is important to avoid so-called stencil training, when students are trained to solve a certain type of problem, and the development of their economic thinking is sacrificed to the number of problems considered. The student must learn to understand not only simulated, but also real economic

processes. A significant role in the preparation of students is played by their independent work, as mentioned earlier, especially the development of independent search skills when performing abstracts, term papers and other research works. It is difficult to overestimate the importance of the departments' activities here. The use of educational and auxiliary literature can have a greater effect if, under certain conditions, the Internet is actively introduced into the educational process. In this case, the boundaries of communication between students and the teacher are pushed both in space and time [4]. The offer of elective courses and special courses should not become an end in itself. First, any choice should be in line with the main core of training. Secondly, the subjects of choice should be selected at the same level of complexity and scale of development, as well as acting as alternative sides of a common subject of study.

Training reaches the goal when the audience takes into account the national and cultural traditions of the majority of students, when the phenomena of the national economy as a whole or a separate region are analyzed in standard theoretical situations. Thus, none of the above forms can be recognized as universal, capable of replacing others. Therefore, from a methodological point of view, it is not correct when some departments take the path of artificial separation of individual parts of the educational process, unreasonably replacing them with others. The forms of the educational process are interrelated, interdependent and logical sequence. The methodology of one form of work has a significant impact on the other. It should be borne in mind that the quantitative ratio and the role of different training methods may change exponentially. Thus, the role of seminars and independent work of students increases in senior courses. Teaching methods are also influenced by factors such as the amount of time allocated to the subject by the curriculum, the availability of modern technical training tools and equipment for classrooms, etc. Therefore, it will be possible to create fundamentally new school and University programs, where all subjects will be permeated with integration ideas and tasks.

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