

**UDC 377.35****MODERN TECHNOLOGIES FOR TRAINING ECONOMISTS-  
MANAGERS**

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New educational technologies in the teaching of economic disciplines accompany the results of large scientific research. The key directions of the formation of modern educational technologies are directly related to the progress and harmonization of education, and are aimed at self-realization of the individual [1-19].

Information technologies are based on the processes of formation of economic knowledge and productive thinking. In the innovative teaching of economic disciplines, the leading role is given to the means of teaching, when the teacher does not just teach students, but performs functions to stimulate educational activities among students and coordinates them [2, 6, 9, 14]. His pedagogical skills will be applicable to the main elements of the economic discipline taught, and will be aimed at using the optimal forms, methods and means of teaching according to the curriculum and set tasks of mastering competencies.

Today, the qualitative training of highly qualified management specialists requires a creative approach of teachers of higher educational institutions to the choice of content, forms, methods and means of teaching, the maximum use of the achievements of modern pedagogical and scientific activities, new pedagogical and production technologies. All these approaches should be focused not only on the transfer of ready-made knowledge, but also reflect the ideas of understanding and recognition of someone else's point of view, respect for the individual, the organization of cooperation and self-expression in activities, in creativity, that is, for the formation of a complex of personal qualities of students [4, 10, 13].

At this time, there is an urgent need to move from a simple form of "knowledge transfer" to innovative forms: "teach to learn", "teach to live", "teach a profession", "teach to teach". A modern student needs to submit a topic on economics and management so that he learns to comprehend it, and only then be able to look for information that will help him expand his initial knowledge on this topic, implement theoretically or practically the problems that were posed by the teacher in it. It is necessary to return

students' interest in the study of special professional subjects, to make learning interesting, to strengthen the desire to learn, to encourage them to search [12, 15, 19]. To contribute to the solution of the tasks assigned to education are the main problems of innovative learning technologies.

In our opinion, when organizing and using innovative approaches to learning, certain principles of the educational process should be guided, to which it is proposed to include the following:

- the principle of consistency of innovative development, which provides for taking into account the dimensionality of the entire complex of changes in the educational process;
- the principle of the achieved result, reflecting the dependence of subsequent innovations on the level of cultural assimilation of the previous ones;
- the principle of modular construction of innovative structures of the educational process.

The process of acceptance and awareness of the principles of innovative development of the educational process will inevitably lead to a set of relevant tasks, the solution of which will contribute to their implementation. The tasks of innovative development of the educational process in universities, in our opinion, include the following:

- modeling of innovative professional activities of future managers in the field of business and management;
- creation of a unified innovative system of professional training of future managers, adapted to the dynamics of the development of modern production and business;
- development of innovative technologies of training in the field of business and their implementation in the educational process of universities.

Therefore, at present, an integrated approach to the innovative educational strategy of universities is needed, reflecting the main focus - the quality of updating the entire system of professional training of specialists. as the basis for the development of the creative potential of the subjects of the educational process will contribute to the further improvement of professional and pedagogical skills, positive motivation of the student as a subject of training, if the following stages are observed in the implementation work [5, 7, 18]:

- a) diagnostics of teachers' readiness for the formation of professional and pedagogical innovation activities;
- b) the use of a new paradigm of education - the teacher and the student are on an equal footing (subject - subject);

c) a change in their motivation for the educational process on this basis;

d) mastery of theoretical knowledge on innovation activities of the university;

e) formation of professional knowledge and skills of innovative activity of the teacher, taking into account his scientific degree, scientific title, work experience.

The teacher, as an active and understanding mentor, is obliged to actualize the initiative, independence and creative approach of students in solving educational problems with an orientation towards communication and teamwork. During this period, the main problems are that not all teachers strive to apply modern educational technologies in the educational process. Usually this happens due to the lack of desire to spend working time on their development, testing and subsequent implementation of the educational process, while the benefits and overall effectiveness of their use are not fully understood, which is associated with the passivity of teachers, unwillingness to make innovative decisions [13].

In any case, the education system is aimed at forming a specialist who is ready to independently process, receive and study the required data, as well as effectively use them in a certain period. The modern organization of society, as well as the latest approach to the realities of life, dictate new conditions for the quality of teaching. One of the key goals of training is the accumulation by future specialists of skills, abilities, as well as their application in work activities.

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