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## **CHALLENGES OF TEACHING ECONOMIC SCIENCES IN WARTIME**

Economic education is a quite dynamic value, it is in constant development and needs constant updating. This is facilitated by the rapid development of science, technology and information technologies, the constant growth of requests from society as a whole and employers. The global problems of humanity also have a significant impact on the educational sector [2].

For the fourth year now, the strength of Ukrainian education has been tested by the COVID-19 pandemic and a full-scale war, which necessitated the rapid organization of educational activities both remotely and in conditions of air strikes and lack of power supply. Behind this was an active search for additional financial resources and new technologies for digitizing the educational process, improving the information culture of teachers and students, introducing new

forms and methods of presenting educational material, establishing feedback between participants in the educational process.

Today, economic education affects not only purely economic aspects of human life, but also necessarily includes moral, ethical, ecological, psychological aspects that are somehow related to the economy.

The training of competitive, highly qualified, mobile specialists is the main goal of higher education institutions that train Bachelors, Masters, and Doctor of Philosophy in economic specialties. It is possible to achieve the set goal only thanks to the wide use of various innovative methods and technologies of education and their harmonious combination with traditional forms and methods of work. The search for opportunities for such an organic combination and coordination of traditional and innovative methods in the teaching of economic disciplines, their intensification and activation ensure the comprehensive formation of the necessary qualities of the future specialist.

To achieve the tasks of education while considering the challenging circumstances high school teachers must follow the next principles.

*Systematicity and consistency in education.* The essence of this principle is the expediency of using the appropriate system and sequence of studying economic disciplines in an educational institution with respect for interdisciplinary connections.

*The principle of professional orientation* provides for provision compliance of the content of the teaching of educational disciplines and the training of specialists in the economic profile to the needs of the national economy [1].

*The principle of accessibility and visualization.* These principles are not combined by chance. Available presentation of special economic disciplines, directly related to the use of various demonstration materials in classes: tables, diagrams, diagrams, photo, and video materials; albums with sample forms of primary documents and accounting registers; textbooks and training aids, etc.

When teaching economic disciplines, it is relevant to demonstrate and use specialized software products for accounting and reporting (for example, M.E.D.Doc, UABUDJET, FlyDos, and others) in practical classes and educational practices.

*The principle of a conscious approach and activity in education* consists in the organization of conscious perception of educational material by students and ensuring the educational activity of students based on their active and creative work.

An important role in the intensification of this principle in teaching economic disciplines are played by active learning methods and technologies (conducting business games, contests for better knowledge of the academic discipline, “Best by profession” contests, trainings, master classes, etc.).

*The principle of an individual approach to students.* In terms of collective learning, considering the individual characteristics of students during the organization of classroom and extracurricular work plays an important role. It is very important that the teacher in the first classes conducts a diagnosis of students’ incoming knowledge, assesses their level of readiness to perceive new material and the range of future professional interests.

During the semester in which the academic discipline is studied, the teacher can develop and offer students individual tasks of different levels, considering the students’ abilities and their level of success. In the process of monitoring the performance of such tasks, the teacher should note the successes of each student, creating conditions for self-affirmation and supporting the child’s faith in his own abilities.

*The principle of stability of knowledge acquisition* affects deeper and more reliable acquisition of knowledge, professional skills, and abilities.

The teacher should dose the volume of presentation of educational material depending on the set goal - familiarization or assimilation, because increasing the volume of information presented significantly reduces the volume of its

reflection. The teacher must constantly transfer his activity from controlling the reproduction of the material passed to the presentation of new material, with a mandatory analysis of the level of understanding and assimilation.

*The principle of tolerance.* A new principle in pedagogy, which must be considered when teaching all academic disciplines, including economic ones. Each teacher should become the founder of the implementation of the educational process in an atmosphere of benevolence, tolerance for representatives of different faiths, nationalities, social strata, and levels of education. Each lesson should be aimed at implementing the educational function of the learning process: developing communication skills, increasing the level of self-esteem, stress resistance, resisting bullying, strengthening moral and ethical norms and rules of behavior.

Therefore, the use of these and other principles in the system of teaching economic disciplines and training students of economic specialties in vocational higher education institutions will provide an opportunity to develop a number of professional qualities in future specialists: the ability to make independent decisions, the ability to learn throughout life, systemic thinking, tolerance, independence and initiative, readiness for flexibility and changes, media literacy, commercial and business orientation, ability to work with information and a number of others.

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