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COLLABORATIVE MODELS OF ECONOMIC EDUCATION

Higher education in the contemporary age with the drastic situations of the pandemic COVID-19 and the aggressive war in Ukraine is forced to respond to growing economic pressures while serving an increasingly diverse population of students who may be in a difficult situation but still have high expectations for their learning environments. So tertiary institutions must evolve efficiently and effectively taking into account economic burdens and surely the fact that student demographics are rapidly changing [2].

Our analysis shows that student populations today are more diverse in terms of age as well as culture and geography, with workforce dynamics fostering chances for lifelong learning. This varied group of students demands a worldwide education that is unrestricted by physical campuses or conventional class structures like on-site lectures. Students expect their campuses to be furnished with cutting-edge smart buildings, laboratory facilities, laptops, data centers, and

other amenities as well as the ability to use their personal electronic devices for their education [1].

Now we realize that judging from recent events the future of the world is changing rapidly. These transformations relate to economic development and higher education. The transition process to new economic relations requires understanding and also accelerated development of people's economic thinking [4].

So, institutions of higher learning teaching economic disciplines are being forced by the present knowledge-based epoch to rethink their decades- or even centuries-old models of learning, research, administration, and student life.

In the process of economic disciplines teaching in educational institutions, an important problem is an economic change in young person's behavior in the direction of the development of his professional training, readiness to take risks, non-standard decision-solving, and other values and requirements that are based on an economic way of thinking [6].

When we are speaking about the economic way of thinking, we should return to the thought of Adam Smith: the one who earns more money for himself and his family and simultaneously creates conditions for the enrichment of the whole society [3]. National income and national wealth are not romantic and mysterious phenomena. If you are able to receive more profit, you will be able to increase the profit of the nation [8].

Moreover, economic problems are present everywhere in postmodern culture. Even in the field of education, decision-making calls for the proper blend of planning, piloting, training, and marketing of successes that match business objectives with the top-priority programs that an institution has established [5]. These objectives might include improved student academic results, increased capture of research grants, and budgetary cost savings.

To achieve these aims forward-looking institutions are replacing traditional approaches in these areas with more collaborative ones that became possible through technological advances.

These cooperative educational strategies in economics education dismantle conventional barriers between the classroom and campus, enabling tighter, more adaptable linkages between learners, educators, researchers, and administrators [10]. New ways of working are transforming higher education in the economic sphere, from students having instant access to recorded lectures to professors having remote control over the equipment in their lecture rooms or labs [7].

Our research revealed four common models of collaborative teaching applied in the economic education of the world's most successful tertiary learning institutions. They are the following:

1) Flipped classroom. The conventional structure is "flipped" in this kind of classroom. On their own time, at home, students attend lectures that have been recorded. Then, interactive exercises that reinforce the lecture's lessons are done during the on-site class time [9].

2) Virtual classroom. Students have the option to participate in class via desktop video rather than in person. The course's general pedagogy is unaffected significantly by this arrangement [10].

3) Online classroom. Students can finish an online course at their own pace and often don't engage with the teacher. An online course may have 10 to 100 times the number of students enrolled than a conventionally structured class [2].

4) Hybrid lesson. It fuses two or more of the aforementioned archetypes. For instance, a hybrid course might have flipped lessons but also be entirely online, requiring students to participate in real-time interactive activities and conversations in the virtual classroom while seeing lectures at their convenience [9].

A lot of previous research and attention has focused on comparing all these contemporary methods applied in economic education. There is no doubt that the

debate will continue to rage on their advantages and disadvantages. But, this study contributes to this growing area of research by exploring the fact, that all these models have received enormous attention and provide an equal, if not greater, opportunity to affect all the branches of higher education, including the economic one.

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Інна КОСТЮЧЕНКО

викладач циклової комісії загальноосвітньої підготовки та професійно-орієнтованих дисциплін, ВСП «Новоушицький фаховий коледж Закладу вищої освіти «Подільський державний університет», смт. Нова Ушиця

ЕФЕКТИВНІСТЬ ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ ПІД ЧАС ВИВЧЕННЯ СУСПІЛЬНИХ ДИСЦИПЛІН

Сьогодні комп'ютерні технології стали невід'ємною частиною сучасного світу, вони значною мірою визначають подальший економічний та суспільний розвиток людства. У цих умовах революційних змін вимагає й система навчання. Звідси можна сказати, що актуальність даного питання має місце у сучасному освітньому середовищі, адже нині якісне викладання дисциплін не може здійснюватися без використання засобів і можливостей, які надають комп'ютерні технології та Інтернет. Викладач має можливість отримувати інформацію, активно спілкуватися з колегами, студентами та батьками.

Використання сучасних інформаційних технологій під час занять суспільних дисциплін – одна з найбільш важливих тенденцій сучасного