

Practical Use of Various Sources of Information in the Teaching Process

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Abstract: This article provides a brief description of the academic discipline “Finance”, the main purpose of its teaching, and the requirements for future economists. The paper presents the main types of student activities during the study of this subject. The teaching of an academic discipline must be supported with appropriate educational and methodological materials. The work examines various sources of information that can be used in teaching the discipline “Finance”, including theoretical materials, regulatory documents, scientific publications, statistical and analytical reports, and different websites. The author presents an analysis of the practical use of various sources of information on the results of teaching this discipline in the current academic year. Some general conclusions and recommendations are given in the conclusion of the paper.

Keywords: higher education system, discipline “Finance”, sources of information, theoretical materials, regulatory documents, scientific publications, statistical and analytical reports, websites.

Introduction

The effectiveness of the higher education system by increasing the quality of education and scientific potential in ensuring the economic progress of the country is very important for the further development of the Republic of Uzbekistan. Intensification of the activities of higher educational institutions in the field of economics and finance, establishing an effective management system in them, introducing the latest pedagogical technologies into the educational process, organizing scientific activities based on world standards, further increasing their place in international rankings, widely attracting scientific and pedagogical personnel with advanced foreign experience are the basis for training competitive personnel for the country's economic and financial systems.

All students of various economic directions study the discipline “Finance”. The main purpose of teaching this subject is to form knowledge of the theoretical and legal foundations of organizing, managing and the implementation of financial relations in the field of public finance, business finance, personal finance, and international financial relations, as well as skills and abilities for their practical use. Teachers of this discipline must effectively organize the educational process. To achieve this goal, it is necessary to answer several questions:

- what requirements must students meet after studying the discipline of finance?
- what types of student activities should be given more attention?
- what educational and methodological support needs to be developed?
- what sources of information can be used in the pedagogical process?
- what are the results of using various sources of information in the process of conducting classroom lectures and practical training, organizing independent learning and conducting intermediate or final control?

This paper makes an attempt to answer these questions based on the analysis of literary sources and the study of the author's experience in teaching the discipline in teaching the discipline “Finance”.

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Main part

Future economic specialists of ministries, departments, government agencies, commercial enterprises, budgetary and non-governmental non-profit organizations, owners of small businesses, individual entrepreneurs, and self-employed people must be able to take good financial decisions that will allow them to receive economic benefits or a positive social effect from financial transactions, reduce non-targeted expenses, create sufficient cash reserves both in the process of managing the finances of the state, enterprises and organizations in their workplaces, and in the course of managing own personal or family budget in daily life.

As part of the discipline “Finance”, students study various topics that examine the concept of finance, the basics of the functioning of all parts of the financial system, the organization of the financial market, the activities of financial intermediaries, the essence and features of different financial instruments. Students carry out various types of activities:

- reading the organizational and methodological foundations of the course, including the standard and work program of the academic discipline being studied, the course syllabus, a general questionnaire, a list of recommended literature, general requirements for the level of knowledge of students in this discipline and other materials that give a general idea of the course being studied;
- consideration of the structure of the educational material, for example, the number of training modules and topics in each module, as well as the main types of tasks and evaluation criteria;
- studying educational material on each topic of the course after the corresponding lecture session, including reading instructions for studying this topic and the text of the lecture, reviewing the presentation and handouts;
- deepening and expanding the acquired knowledge on each topic of the discipline through independent study of textbooks, study guides, articles in scientific journals and newspapers, materials from educational and other Internet sites, preparing answers to test questions on the topic studied;
- performing various types of independent work for each topic;
- solving practice tests as preparation for testing based on the results of studying the topics of each module or final testing at the end of each semester.

To improve the quality of teaching the academic discipline “Finance” and obtain better results in studying this discipline, teachers and students, in addition to traditional textbooks, study guides, and lecture texts, should use modern sources of information (Figure 1).

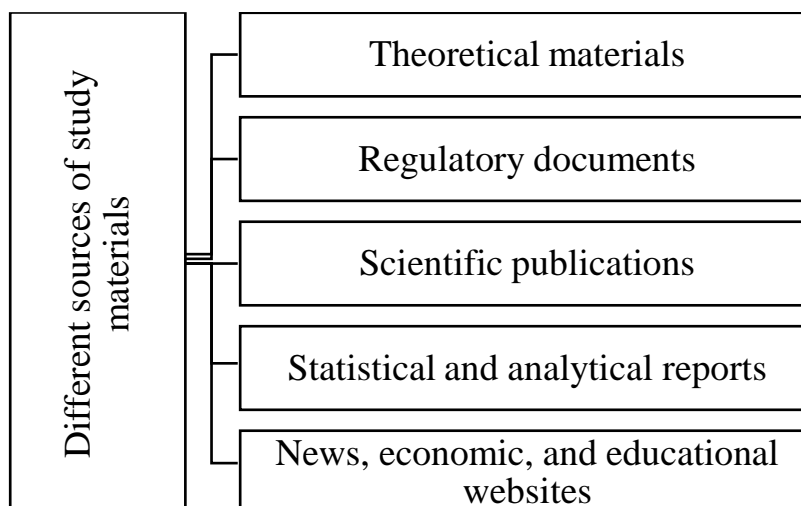


Figure 1. Main sources of information for use in teaching the discipline “Finance” (according to the author’s opinion)

In accordance with modern requirements, teachers can use in the teaching process and recommend to students the following sources of information:

1. Theoretical materials:

- Textbooks and study guides in Russian or Uzbek languages;
- Textbooks and study guides in foreign languages;
- Electronic textbooks and study guides;
- Applications for smartphones and tablets on Android.

2. Regulatory documents:

- National database of legislation of Uzbekistan www.lex.uz;
- A unified electronic system for the development, coordination, and registration of resolutions adopted by local government authorities <https://e-qaror.gov.uz/ru>.

3. Scientific publications:

- Scientific articles published in various languages in journals of different levels (Higher Attestation Commission of the Republic of Uzbekistan, Scopus, Web of Science, ScienceDirect, eLIBRARY.RU, Cyberleninka);
- Abstracts of reports published in collections of conference materials at various levels;
- Monographs;
- Dissertations;
- Abstracts of dissertations.

4. Statistical and analytical reports:

- Materials of the Statistics Agency under the President of the Republic of Uzbekistan;
- Analytical materials and reports of various national and international agencies;
- Analytical materials and reports of enterprises and organizations.

5. News, economic, and educational websites:

- Articles published on news websites;
- Articles published on specialized economic websites.
- Articles published on specialized educational websites.

The Table 1 presents the results of an analysis of the practical use of various sources and materials in the teaching process, made based on the results of teaching the discipline “Finance” in the 2023-2024 academic year by the author.

Table 1 Analysis of the practical use of various sources and materials in the teaching process*

No.	Name of materials / sources	Practical use				
		Lecture	Self-study	Practical lesson	Intermediate control	Final control
1.	Textbooks and study guides in Russian, Uzbek and English languages	+	+	+	+	+
2.	Electronic textbooks, study guides and applications for	+	+	+	–	–



	smartphones and tablets on Android					
3.	National database of legislation of Uzbekistan www.lex.uz	+	+	+	+	+
4.	A unified electronic system for the development, coordination, and registration of resolutions adopted by local government authorities https://e-qaror.gov.uz/ru	+	+	+	-	-
5.	Scientific articles published in various languages in journals of different levels (Higher Attestation Commission of the Republic of Uzbekistan, Scopus, Web of Science, ScienceDirect, eLIBRARY.RU, Cyberleninka)	+	+	+	-	-
6.	Abstracts of reports published in collections of conference materials at various levels	+	+	+	-	-
7.	Monographs	-	+/-	-	-	-
8.	Dissertations	-	+/-	-	-	-
9.	Abstracts of dissertations	-	+/-	-	-	-
10.	Materials of the Agency for Statistics under the President of the Republic of Uzbekistan	+	+	+	-	-
11.	Analytical materials and reports from various national and international agencies	+	+	+	-	-
12.	Articles published on Internet information sites	+	+	+	-	-

*Created by the author

Some sources of information and materials can be used in various types of student activities. Other sources are primarily used during lectures, practical classes or self-study of students. Publications such as monographs, dissertations, and dissertation abstracts are used less often than textbooks, study guides or regulatory documents.

Conclusions

The sources of information used may vary depending on the specifics of the academic discipline, the number of topics and hours allocated for classroom lessons and independent work, but must meet the following criteria:

- the presence of a well-developed syllabus of the academic discipline;
- a clear description of the requirements for the level of knowledge of students at the beginning of studying the discipline and for the learning outcomes;
- high quality of the educational and methodological materials presented, including the use of scientific, educational and methodological manuals of teachers;
- use of various statistical and practical data, reports of various ministries and departments, financial statements of enterprises and organizations;
- development and implementation of modern pedagogical and information and communication technologies, including the use of digital services and interactive exercises;



- use of various forms and options for intermediate and final tasks depending on their level of complexity;
- availability and sufficiency of information and methodological materials and explanations for various types of educational activities, as well as auxiliary material.

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