

Theoretical and Methodological Principles of Teaching Economic Subjects in Higher Education Institutions

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Abstract: The article examines the theoretical and methodological principles of teaching economic disciplines in higher education institutions in the context of updating the content of higher education, digitalization, and increasing requirements for professional training of specialists. The necessity of improving the methodology of teaching economic subjects based on competency-based, systemic, student-centered, and practice-oriented approaches is substantiated. It is shown that teaching economic disciplines should be aimed not only at mastering theoretical knowledge, but also at developing economic thinking, analytical skills, decision-making abilities, and the capacity to apply acquired knowledge in professional activities. The role of innovative pedagogical technologies, research methods, discussion-based formats, and digital tools in enhancing the effectiveness of student training is revealed. It is concluded that a methodologically sound organization of teaching economic disciplines serves as an important condition for forming a competitive, proactive, and professionally mobile graduate.

Keywords: Economic disciplines, higher education, teaching methodology, competency-based approach, economic thinking, professional training, innovative technologies, practice-oriented learning, digital educational environment.

Introduction: The modern stage of societal development is characterized by large-scale economic, technological, and socio-cultural changes that directly influence the content and organization of higher education. Under these conditions, the importance of high-quality training of specialists capable of navigating complex socio-economic processes, analyzing market changes, making well-grounded decisions, and adapting to new professional requirements is increasing. A special role in this process is played by the teaching of economic disciplines, as they shape students' understanding of the patterns of economic development, the mechanisms of functioning of economic systems, the principles of resource management, and the logic of economic thinking[1, 2].

In the higher education system, economic disciplines perform not only cognitive functions but also worldview-forming, applied, and professionally orienting functions. Their study contributes to the development of an analytical culture, the ability to make reasoned judgments, and the formation of skills in comparison, forecasting, and evaluating the consequences of decisions made. Therefore, the teaching of economic subjects cannot be limited to the traditional transmission of information [3]. It should be based on scientifically grounded theoretical and methodological principles that ensure the unity of content, methods, forms, and expected learning outcomes.

METHODS

The theoretical foundation for teaching economic subjects in higher education institutions is based on understanding education as an integral process of forming a professional personality capable not only of acquiring knowledge but also of applying it in real-life conditions. In this context, economic education should be considered as a component of professional training that ensures the development of students' logical, critical, and systemic thinking [4]. The study of economic disciplines makes it possible to comprehend the interconnection of social processes, identify cause-and-effect relationships between economic phenomena, and develop skills for analyzing specific situations.

An important point is that the quality of specialist training is determined not only by the volume of material studied, but also by the level of competency development [5, 6]. This means that the teaching of economic disciplines should be oriented toward achieving outcomes expressed in students' ability to analyze economic processes, interpret statistical and analytical data, draw conclusions, justify their own positions, and apply knowledge in their future professional activities. Such an approach shifts learning from the mere acquisition of theory to the meaningful and activity-based mastery of content.

Table 1.

Theoretical and Methodological Principles of Teaching Economic Disciplines in a Higher Education Institution

No	Principle	Essential Characteristic	Implementation in Teaching Economic Disciplines	Expected Result
1	Principle of Scientific Approach	Relying on Modern Achievements of Economic Science, Accuracy of Concepts, Categories, and Patterns	Updating the Content of Lectures and Practical Classes, Using Current Economic Data, Scientific Publications, and Analytical Reports	Development of Systematic and Relevant Economic Knowledge in Students
2	Principle of Systematicity and Consistency	Logical, Step-by-Step, and Interconnected Structuring of Learning Content	Studying Disciplines from Basic Economic Concepts to More Complex Models, Ensuring the Interconnection of Topics, Modules, and Sections	Holistic Understanding of Economic Processes and Phenomena
3	Competency-Based Principle	Focus of Learning on Developing Professional Competencies, Not Just Mastering Theory	Development of Skills in Economic Analysis, Data Interpretation, Decision-Making, and Solving Professional Tasks	Formation of Professionally Significant Knowledge, Skills, and Abilities
4	Principle of Linking Theory with Practice	Aligning Theoretical Training with Real Economic Conditions and Tasks	Case Studies, Business Scenarios, Simulations, Calculations, Analysis of Statistical Data, and Project Assignments	Ability to Apply Economic Knowledge in Practical and Professional Activities
5	Student-Centered (Personality-	Taking into Account Students' Individual Characteristics,	Differentiated Assignments, Independent Work,	Enhancing Students' Motivation,

	Oriented) Principle	Interests, and Level of Preparation	Individual Learning Paths, and Feedback	Independence, and Responsibility
6	The principle of activity and independence	Development of cognitive activity and research position of students	Problem-based learning, discussions, mini- research, analytical tasks, presentations	Development of critical and economic thinking, research skills
7	The principle of innovation	Use of modern pedagogical and educational technologies	Interactive methods, multimedia tools, electronic resources, digital platforms, online services	Improving the efficiency and visibility of the educational process
8	The principle of professional orientation	Orientation of the content and methods of teaching to the future professional activities of students	Selection of professionally significant tasks, modeling of economic situations, integration with core disciplines	Training a competitive and professionally mobile specialist
9	The principle of interdiscip- linery integration	The relationship of economic disciplines with other fields of knowledge	Integration of economics with management, mathematics, ICT, law, finance, and data analysis	Formation of an integrated approach to solving economic problems
10	The principle of digital integration	Incorporating digital educational environments and digital tools into the learning process	Use of LMS, electronic platforms, digital simulators, online testing, and analytical services	Developing digital literacy and adapting students to the modern educational and professional environment

In addition, economic disciplines are closely linked to the formation of human capital, since the level of economic training influences professional competence, management culture and the graduate's readiness to participate in socio-economic transformations [7, 8]. Therefore, the methodology of their teaching should take into account not only academic goals, but also a broader societal demand for the training of qualified, proactive and responsible specialists.

RESULTS

One of the fundamental principles is the principle of scientific approach. This implies that educational content is based on modern advances in economic science, the correct use of scientific concepts, categories, and patterns, and the systematic updating of educational materials in line with changes in

economics and educational practice. The teaching of economic disciplines should reflect current trends in the development of the market, management, financial relations, and the digital economy [9, 10].

Equally important is the principle of consistency and sequencing. Economic knowledge is internally interconnected, so its teaching should be structured as a logically organized process, in which each new topic builds on the previous one and simultaneously creates the foundation for subsequent study of more complex issues. This consistency helps students develop a holistic understanding of economic processes and prevents fragmented understanding of the educational material.

Table 2.

The relationship between principles, methods and results of teaching economic disciplines

Principle	Basic methods of implementation	Learning outcome
Scientificity	Lectures, analysis of scientific sources, work with current data	Mastering modern economic knowledge
Systematicity	Modular learning, logical structuring of topics	A holistic understanding of the subject
Competency-based approach	Practical assignments, situational analysis, project work	Development of professional competencies
The connection between theory and practice	Cases, calculations, business games	Ability to apply knowledge in practice
Person-centered approach	Differentiated tasks, independent work	Increased motivation and academic independence
Innovation and digitalization	Electronic platforms, multimedia, interactive services	Improving efficiency and digital readiness

The competency-based principle is essential, defining learning outcomes through the combined knowledge, skills, abilities, and professionally significant qualities acquired. In economics, this means focusing on developing economic thinking, the ability to process information, perform calculations, analyze data, evaluate alternatives, and make decisions under uncertainty. A competency-based approach makes the learning process more practical and focused on the real-world requirements of the professional environment.

Another important principle is the connection between theory and practice. Economic disciplines especially require a practice-oriented approach, as their content is closely linked to real-world economic processes. Learning effectiveness increases when theoretical concepts are supported by case studies, statistical data, business situations, project assignments, business simulations, and practical calculations. This encourages students to perceive economic knowledge not as abstract theory, but as a tool for professional analysis and problem-solving.

The student-centered approach is particularly important, taking into account the level of preparation, cognitive interests, motivation, and individual characteristics of students. In higher education, this is reflected in the use of flexible teaching methods, differentiated assignments, independent research, and methods that encourage student participation. This approach enhances student engagement and fosters

intrinsic motivation for studying economics disciplines.

In today's environment, the principle of innovation and digital integration is also important. Teaching economics subjects should rely on modern educational technologies: multimedia resources, digital platforms, electronic databases, interactive models, online simulations, and analytical tools. The use of digital tools expands opportunities for visualization, modeling, prompt feedback, and independent student work, making the learning process more dynamic and aligned with modern professional practices.

Implementing these principles requires creating specific pedagogical conditions. First and foremost, curriculum content must be updated to reflect modern economic realities and interdisciplinary connections. Economic disciplines at universities should not be taught in isolation; instead, they should be integrated with management, information technology, mathematical methods, law, and the professional disciplines of a specific program of study.

The second condition is activating students' cognitive activity. To achieve this, it is important to utilize problem-based learning, discussions, analytical assignments, mini-research, project work, and situational analysis. These methods help develop independent thinking, the ability to reason, and the skills to apply knowledge in non-standard situations.

The third condition is the development of students' research skills. Working with scientific sources,

statistical materials, economic reviews, and analytical reports fosters a critical approach to information and the ability to draw conclusions based on evidence. As a result, learning becomes more profound and professionally relevant.

Finally, improving the methodological preparedness of teachers remains an important prerequisite. Effective teaching of economic disciplines is impossible without a teacher capable of combining fundamental theoretical training with mastery of modern educational technologies, interactive methods, and techniques for organizing practice-oriented student activities.

CONCLUSION

Thus, the teaching of economics in higher education institutions should be built on a holistic theoretical and methodological foundation that ensures the unity of scientific approach, systematicity, competency-based learning, practical orientation, personalized approach, and innovation. Modern economic education requires a shift from the traditional information-based teaching model to one focused on developing economic thinking, analytical skills, professional independence, and decision-making skills.

The effectiveness of teaching economics is determined not only by the content of the course material but also by the effective implementation of the pedagogical conditions, teaching methods, and the organization of students' cognitive activity. Therefore, improving the teaching methods of economics is an important area for the development of higher education and a key factor in the preparation of competitive specialists capable of productive functioning in the modern economy.

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