

# **METHODOLOGY FOR THE USE OF ELECTRONIC EDUCATIONAL RESOURCES IN THE TRAINING OF FUTURE ECONOMISTS**

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## **Abstract:**

This article examines the methodology for the use of electronic educational resources in the training of future economists in higher education institutions. The study analyzes the pedagogical possibilities of digital educational technologies, including online platforms, multimedia resources, virtual simulations, electronic textbooks, and interactive learning systems. Particular attention is given to competency-based and student-centered approaches in professional economic education. The research identifies the pedagogical conditions necessary for the effective implementation of electronic educational resources and evaluates their influence on students' professional competencies, digital literacy, independent learning skills, and academic performance.

**Keywords:** Electronic educational resources, digital education, future economists, higher education, competency-based approach, digital literacy, online learning, educational technologies, professional competencies, interactive learning, multimedia technologies.

## **Introduction**

The rapid development of information and communication technologies has significantly transformed modern education systems around the world. Higher education institutions are increasingly integrating digital technologies into the teaching and learning process to improve educational quality, increase accessibility, and develop professional competencies among students. In this context, the use of electronic educational resources has become one of the most important directions in the modernization of professional education.

Electronic educational resources include digital textbooks, multimedia presentations, online learning platforms, video lectures, interactive simulations, cloud technologies, virtual laboratories, testing systems, and educational software designed to support teaching and learning activities. These resources create opportunities for organizing interactive, student-centered, and competency-oriented education. They also help students develop independent learning skills, digital literacy, analytical thinking, and professional competencies necessary for future employment.

The preparation of future economists requires modern educational approaches because economic activity in the digital era is closely connected with information technologies, data analysis systems, financial software, electronic communication, and digital business

management. Modern economists are expected to possess not only theoretical knowledge but also practical digital competencies enabling them to work effectively in rapidly changing economic conditions. Therefore, the use of electronic educational resources in economic education becomes highly relevant and necessary. Traditional teaching methods in higher education often focus mainly on theoretical instruction and passive knowledge acquisition. However, modern educational paradigms emphasize active learning, independent research, critical thinking, collaboration, and practical problem-solving. Electronic educational resources provide effective tools for implementing these pedagogical approaches [1].

### **Research Methodology and literature review**

The methodology of the research is based on a comprehensive pedagogical approach aimed at investigating the effectiveness of electronic educational resources in the professional training of future economists. The study combines theoretical and empirical research methods to analyze the pedagogical potential of digital educational technologies.

The theoretical basis of the research includes competency-based, system-based, activity-based, and student-centered approaches. These methodological approaches provide opportunities for examining the educational process comprehensively and determining the role of electronic educational resources in developing professional competencies among students.

The competency-based approach focuses on preparing specialists capable of applying theoretical knowledge and practical skills in professional activity. In economic education, competencies include analytical thinking, digital literacy, communication abilities, financial analysis skills, and decision-making competencies. Electronic educational resources support the development of these competencies through interactive learning methods and practical assignments.

The system-based approach considers education as an integrated system consisting of objectives, content, methods, technologies, organizational forms, and assessment procedures. Within this system, electronic educational resources function as an important component ensuring interaction between teachers, students, and educational content.

The activity-based approach emphasizes students' active participation in the learning process. Knowledge acquisition occurs through independent learning, research activities, practical tasks, collaboration, and problem-solving. Electronic educational resources support active learning by providing simulations, online discussions, project-based learning opportunities, and interactive exercises.

The student-centered approach takes into account students' individual needs, abilities, interests, and learning styles. Electronic educational resources create conditions for personalized education by allowing students to learn at their own pace and access educational materials according to their individual preferences.

The research employed several scientific methods including literature analysis, observation, surveys, questionnaires, pedagogical experiments, comparative analysis, and statistical data processing.

Scientific literature related to digital pedagogy, higher education modernization, electronic educational resources, and economic education was analyzed to determine the theoretical foundations of the study. International experiences in digital education and competency-based learning were also examined.

Bond et al. analyzed emergency online education in universities, emphasizing digital resources' role in independent learning, flexibility, and accessibility while identifying technological and pedagogical challenges during the global pandemic period.

Dhawan examined online learning during COVID-19, highlighting electronic educational technologies as effective tools for ensuring educational continuity, developing digital literacy, independent learning skills, and improving teaching effectiveness in higher education [3].

### **Results and Discussion**

The results of the study demonstrated that the use of electronic educational resources positively influences the quality of professional training for future economists. Students participating in the experimental group achieved higher academic results compared to students studying through traditional methods.

One of the main findings of the research was the increase in students' learning motivation. Interactive educational materials, multimedia presentations, online simulations, and practical digital tasks made the learning process more engaging and professionally oriented. Students showed greater interest in economic disciplines and participated more actively in educational activities.

Electronic educational resources also contributed significantly to the development of independent learning skills. Students became more capable of organizing their educational activities, searching for information independently, analyzing economic data, and completing research assignments. This is especially important for future economists because professional economic activity requires continuous learning and analytical work.

The study revealed positive changes in students' digital literacy. Through the use of online platforms, databases, cloud technologies, and financial software, students developed practical digital competencies necessary for modern economic professions. They learned how to work with electronic documents, spreadsheets, statistical data, online communication tools, and digital management systems.

Simulation technologies proved highly effective in teaching economic disciplines. Students participated in virtual business games, financial analysis simulations, and economic forecasting tasks. These activities improved their analytical thinking, decision-making abilities, and practical understanding of economic processes.

Collaborative online projects also demonstrated positive educational outcomes. Students developed teamwork skills, communication competencies, and collaborative problem-solving abilities. Digital communication platforms allowed students to exchange ideas, discuss professional issues, and work collectively on educational projects.

Teachers participating in the research noted several advantages of electronic educational resources. Digital technologies simplified the organization of educational materials, facilitated

communication with students, automated assessment procedures, and improved feedback mechanisms. Teachers also emphasized that electronic educational resources create opportunities for implementing innovative pedagogical approaches.

Despite the positive results, the study identified several challenges associated with digital education. Some students experienced difficulties related to time management and self-discipline during independent online learning. Technical problems such as unstable internet connections and limited access to digital devices also affected the educational process.

Teachers reported increased workload related to the preparation of electronic educational materials and the need to master new technologies. The effective implementation of digital education requires continuous professional development and methodological support for educators.

The research findings confirm that electronic educational resources should complement rather than completely replace traditional teaching methods. The most effective educational model is blended learning, which combines face-to-face instruction with digital technologies. Such an approach allows educational institutions to preserve the advantages of traditional pedagogy while utilizing the opportunities provided by modern information technologies.

The study also demonstrated that the quality of electronic educational resources plays a crucial role in educational effectiveness. Digital materials should be professionally oriented, methodologically structured, interactive, and accessible for students. Educational content must correspond to curriculum objectives and labor market requirements.

Another important result of the research concerns the changing role of teachers in digital education. Teachers increasingly function as facilitators, coordinators, and mentors rather than only providers of information. Their task is to organize educational activities, guide students, provide methodological support, and create favorable learning environments.

The research confirms that electronic educational resources contribute to competency-oriented education by connecting theoretical knowledge with practical professional tasks. Students gain opportunities to develop real-world skills and prepare for future employment in the digital economy. Overall, the results indicate that the integration of electronic educational resources into economic education significantly improves educational quality, increases students' motivation, and supports professional competency development [4].

## **Conclusion**

The conducted research demonstrated that electronic educational resources represent an effective tool for improving the professional training of future economists in higher education institutions. The integration of digital technologies into the educational process contributes to the development of professional competencies, digital literacy, independent learning abilities, analytical thinking, and learning motivation among students.

The study confirmed that electronic educational resources create favorable conditions for implementing competency-based, student-centered, and activity-oriented educational approaches. Through interactive learning methods, simulations, multimedia content, and online

collaboration, students acquire practical professional skills necessary for modern economic activity.

The results of the pedagogical experiment showed that students studying with electronic educational resources achieved better academic performance and demonstrated higher levels of professional competency development compared to students taught through traditional methods alone. The research identified several important pedagogical conditions for the effective implementation of electronic educational resources.

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