

X International Scientific Siberian Transport Forum

Modern concepts and methodological recommendations for teaching economic disciplines: tasks of the course "Digital Management of Transport Infrastructure"

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Abstract

The article is devoted to the study of modern concepts of teaching economic disciplines on the example of the course of the discipline "Digital Management of transport infrastructure" developed by scientists and Methodological recommendations for this discipline have been developed. The methodological guidelines developed by the authors on the discipline "Digital Management of transport infrastructure" will contribute to the generalization and systematization of the acquired theoretical knowledge and practical skills of Digital technology management in the period of rapid digitalization of all sectors of the economy, digital development of technologies and innovations, informatization of society. The discipline "Digital Management of transport infrastructure" developed by the authors gives an opportunity to study the essence of the digital category and its features, to understand and gain skills in the Digital environment at a practical level and learn how to work in it, gives an understanding of the Digital tools of the future specialist and their effectiveness, shows the directions of strategic management of the development of Ukrainian enterprises on the principles of digitalization.

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Peer-review under responsibility of the scientific committee of the X International Scientific Siberian Transport Forum

Keywords: digital management; transport infrastructure; activities of educational institutions; prospects of economic education; methods of teaching economists; education of an economist; pedagogical technologies

1. Introduction

Professional training of an economic specialist provides for the formation and development of various professional skills that form a complex system. The modern world requires an economist, manager, marketer,

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accountant, financier to be independent, responsible, active, have their own life position, master an inexhaustible list of special professional skills such as professional or at the level of an advanced user of various professional programs that are used by the enterprise where the future graduate works. Such a need is becoming an urgent direction for the development of higher education. Independence and activity (the ability to analyze information yourself and navigate in its flow, draw conclusions and achieve the goal) can manifest and develop only when the learning process becomes a means for the student to share a task with the teacher: constantly work on themselves, develop their skills and do not stop there. In this case, the teacher is not only a carrier of information, but also helps the student to realize himself as a person. This approach will contribute to the co-creation of the student and the teacher, where the activities of both will be based on interaction and dialogue will ensure receptivity and openness to influence each other. However, if only the teacher shows such activity, and the student will only perceive ready-made information or practical skills, not being able to work independently on an article or a section of a textbook, he will never be able to become a highly qualified specialist, hold managerial positions, because psychologically he will not be ready for this. In this case, a graduate of a higher educational institution will be an indecisive and frivolous person. In order to avoid such a threatening situation, the teacher must have modern pedagogical technologies that will help the young person to realize himself in the flow of information as much as possible.

The main problems of professional training of specialists in economics in general are a decrease in the level of education; deterioration in the quality of training of specialists; the need for deep transformations in the training system, motivation, general culture, the issue of leadership; features of specialists in the context of the formation of the climate in the team; social problems affecting the activities of educational institutions prospects for economic education; methods of training economists; psychological and didactic foundations of the organization of the educational process in institutions of higher education.

2. Materials and Methods

In the domestic theory and practice of education, there are approaches that are close to modern foreign concepts of scientists from English-speaking countries. The scientific works deserve the attention of such scientists as G. Abuselidze, L. Beridze, L. Davitadze, O. Erfort, I. Erfort, L. Zbarazskaya (Abuselidze, Beridze, 2019; Erfort et al., 2016; Abuselidze, Davitadze, 2020). The theoretical and methodological foundations of the training of economists are clarified in the study of G. Abuselidze, L. Mamaladze, I. Dimitrov, N. Davydenko, A. Lotko, A. Dimitrova, W. B. Walstad, S. Allgood, E. Semenenko, R. Tsybulya, T. V. Kreps, M. Vakhorina, O. Tarnopolsky, A. Vyselko, T. M. Vakhitova, R. M. Kundakchyan (Abuselidze, Mamaladze, 2021; Dimitrov et al., 2019; Semenenko, Tsybulya, 2021; Kreps, 2018; Vakhorina, 2021; Tarnopolsky, Vysselko, 2014; Vakhitova et al., 2016). According to the paper (Iatsyshyn et al., 2019), the need to modernize preparation of future PhDs is caused by challenges of new information, globalized society and digital transformation of all spheres of life, including education and science. Areas of further research should focus on exploring of AR technologies application in advanced training, preparation of students and future PhDs (Iatsyshyn et al., 2020). However, despite the research on this issue, science and the development of technologies are constantly moving forward, and therefore educational approaches to the professional training of economists, aspects of its implementation require further scientific coverage.

The methodological basis of the research was: historical and retrospective analysis and study of the modern conceptual apparatus of scientific and methodological domestic and foreign literature, periodicals, materials of conferences, seminars on the problem of research; comparative analysis to reveal the features of the development of higher education systems abroad and in Ukraine; structural and comparative methods of analysis to determine the impact of scientific concepts on the development of an economist's education; a meaningful analysis of information sources and documentation of higher educational institutions for clarifying and disclosing the content of training programs for economists in foreign and domestic institutions of higher education, determining the requirements for the professional development of the teaching staff; methods of comparison and classification for generalization and systematization of factual material about the content, forms and methods of training economists.

3. Results and Discussion

Modern pedagogical technologies require new educational methods, new approaches and new technology of the process of obtaining knowledge. This is due to the fact that pedagogical processes acquire an informational character and there is a shift in emphasis in teaching from the process of accumulating subject knowledge to the development of skills to autonomously apply them in a multitasking situation. Modern pedagogical technologies require a well-founded target, content-informational, educational, intellectual component and an appropriate educational environment.

The training of specialists in the economic sector should be carried out in accordance with the educational and qualification characteristics, the purpose of which is displayed in the form of a system of skills to solve certain tasks. Professional training of an economic specialist provides for the formation and development of various professional skills that form a complex system. Thus, the activity of an economist requires not only professional skills, but also a broad general education, since it is associated with intensive oral and written communication, provides for extensive speech practice, requires accurate expression of concepts and categories in various fields of activity.

Economic education is the development of students' clear understanding of the scientific laws of economic development, the peculiarities of market relations, the purposeful, systematic formation of economic knowledge, high organization and creative initiative among future specialists, their preparation for highly professional work, a skillful careful attitude to nature, the development of the habit of practically using economic knowledge in real life.

The content of economic education is a system of economic knowledge, certain skills and abilities aimed at developing the economic consciousness of a specialist, his worldview, views and beliefs. The researcher also notes that the economic education of young people should be based on the principles of accounting:

- The relationship between the needs of the state and the natural, economic, scientific, technical, practical aspects of their solution;
- The development of a scientific attitude to nature, economic and practical activities that ensure the formation of an economic culture of the individual.

Economic education is designed to consistently form economic thinking and consciousness educates needs; develop abilities in a certain type of activity. According to the researcher, the formation of economic knowledge is realized through a combination of cognitive, theoretical and practical components of training. In addition, cognitive components create not only a system of financial, technological, technical, economic and legal knowledge, but also determine the internal culture of young people, form their readiness for conscious harmonization of the relations "man - society - nature - economy".

The content of training acts in relation to the content of education as a means to achieve the goal and represents the composition, content and structure of educational information that is offered to students for assimilation. In addition, the content of training includes a set of tasks, tasks and exercises that ensure the formation of professional and educational skills, the accumulation of initial experience of professional activity. It is the content of education that is reflected in the standards of higher education and educational programs, and the content of training is reflected in curricula, programs of academic disciplines, textbooks, manuals and other didactic materials, that is, in the structure of information and methodological support of the educational process.

The most important problems of the formation of the content of education and training are:

- Establishment of necessary and sufficient competencies, knowledge and skills for the implementation of professional activities;
- Establishment of the optimal ratio of theoretical and practical training for each academic discipline, the optimal amount of educational practices;
- The technological nature of the transformation of the content of education into the content of training;
- The predictable nature of the training content;
- Taking into account the psychological patterns of cognitive activity of professional formation and development of students.

The program of the discipline determines its place and importance in preparing for future professional activity; the main features of creative activity that are necessary for the successful work of a specialist; as well as the expected results of training, that is, the system of competencies, knowledge and skills that students must demonstrate after mastering the academic discipline; as well as the level of their formation. The curriculum of the

discipline determines the content of training in the discipline in the form of a structured list of the main issues, the assimilation of which ensures the achievement of the planned learning outcomes. In general, these components of the curriculum are a specific indication of the learning goals, which should be aimed at achieving the efforts of the teacher and students in the learning process.

It is difficult not to agree with the thesis that the exit from the existing turbulence to the trajectory of sustainable growth will be accompanied by shocks for countries that have not created the technological, economic and political prerequisites for a new recovery in time. In the new conditions, the country will also receive advantages as a result of technological and digital innovations, in which all components of the economy develop, interact, improve and grow. That is why the current stage of development of many countries is associated with the lack of alternatives to search and transition to a new model of economic development, which is based on the use of the intellectual and creative potential of the human personality. In order for the country to take not the last place in the global digitalization, special attention should be paid to the opportunities that the country has in the management, production, innovation and employment spheres.

The discipline "Digital Management" has been developed, which makes it possible to study the essence of the digital category and its features, to understand and gain skills in the Digital environment at a practical level and learn how to work in it, gives an understanding of the Digital tools of the future specialist and their effectiveness, shows the directions of strategic management of the development of Ukrainian enterprises on the principles of digitalization. Teaches to combine digital management of state resources and digital transformation of the main strategy of the enterprise. The purpose of studying such a course is to form the theoretical foundations and practical skills of the Digital environment and the use of Digital tools in their future activities for the future specialist. The objective of the course is to form the knowledge and professional competencies necessary for the management of economic objects in the process of their digitalization, and the introduction of digital technologies in the sectors of industry, business, agriculture and public administration to increase their efficiency, competitiveness, ensure sustainable national development, increase the production of high-tech products and the well-being of the population, namely: the essence of the basic concepts and categories of Digital management and management; principles and functions of Digital management; systems of digital management methods; the content of processes and management technologies; fundamentals of planning, organization, motivation and control of business digitization processes; making managerial decisions on the analysis of various economic situations at the sectorial and macroeconomic level and being able to correctly model the situation taking into account the technological, behavioral, institutional and legal features of the digital economy; the effectiveness of digitalization management in agricultural enterprises.

As a result of studying the academic discipline, students will have knowledge of:

1. Areas of activity in the field of digital management in modern organizations;
2. The main functions and methods of Digital management;
3. The essence of strategic and operational management of digitalization;
4. Principles of building an effective digital management system;
5. The practice of working with Digital management of heads of departments of modern domestic and foreign enterprises.

Learning outcomes expressed in the language of competencies are the way to expand academic and professional recognition and mobility, to increase the comparability and compatibility of diplomas and qualifications. The competence-based approach is the most adequate for describing the results of education. The orientation of standards, curricula and programs of academic disciplines on the results of training in the form of a system of competencies makes qualifications comparable and transparent. The term "learning outcomes" should be understood in line with the principle of student-centrism not as "learning outcomes", but as "learning results" or as "learning achievements", denoting the combined knowledge and competencies that the graduate has actually mastered, as well as his readiness to apply the acquired knowledge and skills. It is in these concepts that the main thing that characterizes the modern idea of student-centered (Lerner-centered) approach is concluded, which is based on support for the creation of educational programs that focus on the achievements of students. In the pan-European TUNING project (the project of the European Commission "Tuning educational structures in Europe"), which is implemented with 2000 European universities in cooperation with the field of labor and is aimed at forming a common methodology for comparability and compatibility of the levels and content of educational programs in

various fields of higher education, it is noted that "... the concept of "competence" includes knowledge and understanding (theoretical knowledge of the relevant academic field, the ability to know and understand), knowledge of how to act (practical and operational use of knowledge in specific situations), knowledge of how to be (values as an integral part of the way of perception and life with others in a social context)". Thus, "competence" includes not only cognitive and operational-technological (activity) components, but also motivational, ethical and social qualities of a person. In contrast to the qualification model previously used in educational and qualification characteristics, the competence model of a specialist is less rigidly tied to a specific object and subject of work (Erfort et al., 2016; Abuselidze, Davitadze, 2020). This ensures the mobility of graduates in the conditions of the modern labor market. The competence model is a model of the future effective work, social interaction and adaptability of the graduate.

To do this, it is necessary to provide:

- Definition of the competence structure, which reflects the image of the relevant specialist in a systematic and holistic form;
- Formation of educational results in the form of signs of the student's / graduate's readiness to demonstrate appropriate competencies.

That is, you need to make a description of the purpose and results of training in the language of competencies. The main thing in the description of learning outcomes is the key two words - "I can do". This is the initial setting for describing the results of learning in the language of competencies. Thus, the formula for determining competencies should be as follows:

"COMPETENCE" = ABILITY (READINESS) "Action (what to do)" + "ACTION OBJECT"

So, in the developed methodological guidelines, we indicate such competencies that a student should have:

1. general competencies: the ability to conduct research at the appropriate level; skills in the use of information and communication technologies; ability to generate new ideas (creativity) the ability to abstract thinking, analysis and synthesis.
2. special (professional) competencies (SC): the ability to create and organize effective communications in the management process; ability to find and evaluate new market opportunities for business development; the ability to critically analyze, evaluate and synthesize new ideas regarding the innovative and investment opportunities of the enterprise; ability to use technologies and methods of change management in organizations; the ability to assess the competitiveness of enterprises, to identify the factors of its formation, to determine the competitive advantages of the organization.

Currently, there are quite a lot of varieties of general learning technologies, which in traditional pedagogy are called active teaching methods: problem-based, programmed, adaptive, modular, contextual, game-based learning. These learning technologies are based on various didactic methods. When studying the discipline "Digital Management", the conceptual technology of learning is the technology of learning as research and aims to acquire students' experience of research work in cognitive activity; combining the development of their intellectual abilities, creative potential, and on this basis, the formation of an active, competent, creative personality that meets the requirements of modern scientific, technical and social progress.

A research approach in teaching aimed at developing students' experience of independent search for new knowledge and using it in the creative field and in the formation of new cognitive values of students and enriching their cognitive value orientation.

Training and research provides for:

- The use of research methods in teaching;
- Instilling in students an interest in educational and scientific research, forming an understanding that their training is approaching scientific knowledge;
- Formation of students' ideas about the research strategy in cognitive activity;
- Development of the research component in the students' worldview;
- Enriching students' creative abilities based on the formation of their research experience;
- Encouraging students to formulate their own ideas and ideas;
- Familiarization of students with phenomena and processes that conflict with existing concepts;
- Encouraging students to put forward alternative hypotheses and assumptions;
- Providing students with the opportunity to explore their assumptions in the process of a discussion;

- Creating conditions for students to apply new ideas in order to comprehend a wide range of situations and phenomena to assess their applied significance.

The structure of the methodological guidelines for the discipline "Digital Management" (Tables 1 and 2) is informative and logical: a short summary of lectures is attached to each topic, in which the main terms and concepts are specified; in the practical part, tasks for independent work and situational tasks, questions for discussion and for self-control of students are offered; test tasks, focused topics of abstracts; recommended literature. The proposed sequence of 6 topics with topical issues, revealing the essence of the relevant topic, provides a presentation of the methodological foundations of the discipline "Digital Management". Each topic contains a brief theoretical part, practical tasks and situations for consideration, and the final stage is control questions.

According to the results of processing Topic 6: "AgTech: digitalization management in transport infrastructure", students during practical classes, conducted after the theoretical part of the module, creates an experimental image of theoretical educational information, is studied. The scientific reliability of certain laws and theoretical positions is checked; research and analysis of objects of financial and economic activity are carried out.

Table 1. Description of the academic discipline "Digital Management"

Branch of knowledge, direction of training, educational and qualification level		
area of expertise	"Social and Behavioral Sciences"	
specialty	"Economics"	
educational program	"Enterprise Economics"	
educational degree	Master's degree	
characteristics of the academic discipline		
view	selective	
Total number of hours	120	
Number of credits ECTS	4	
Number of content modules	2	
form of control	exam	
Indicators of the academic discipline for full-time and part-time education		
	daytime	distant
Year of preparation (course)	1	
semester	2	
lectures	15	
Seminars, practical classes	15	
independent work	90	
Course project (work)	-	
Number of weekly classroom hours	4	

Table 2. Summary of the content of the topic of the academic discipline

Topic 6. AgTech: Digitalization management in agriculture.		
There are 21 academic hours in total, including: lectures - 4 hours practical-4 hours independent study - 13 hours.		
Summary of the lecture:	Practical task.	Theoretical block of questions:
1. The use of technological solutions to increase the yield, while reducing food losses and negative consequences.	1. To study the level of digitalization of management in the agricultural sector by example.	1. Economic and environmental aspects of precision farming technology.
2. The environmental impact of vertical farming, which grows products in vertically composed layers.	2. Compose an essay on the topic:	2. The concept of reasonable agriculture.
3. The movement of urban agriculture, which seeks to produce food closer to the megacities where most of the people live.	• "The concept of "Industry	3. The main innovative solutions

4. Vertical farms.	4.0": the emergence of new industries in the process of interaction of digital technologies";	of intelligent agriculture.
5. New cultivation technologies: hydroponics and aeroponics, LEDs, sensors and software.	• "Comparative characteristics of national models of digitalization of industry";	4. Precision farming.
6. Technical solutions for the production of safe and less harmful agricultural products in cities.	• "Economic and environmental aspects of precision farming technology".	5. Technical means necessary for the implementation of precision farming technology.
7. Aspects of market innovations that complement the technological innovations of vertical agriculture.		6. Economic and environmental aspects of precision farming technology.
8. Ecosystems that establish vertical farms to create a market for their products.		7. Precise animal husbandry.
9. Food networks and production management methods in the digital age.		8. Smart livestock farms.
10. Future forecasts regarding digitization.		9. Effects of digital transport infrastructure.
11. innovative solutions for intelligent agriculture-precision farming.		
12. Economic and environmental aspects of precision farming technology.		
13. Smart livestock farms.		

So, economic knowledge is inherently universal, such as is applied in any field. Moreover, each of us acts in life both as a producer, as a consumer, and as a citizen. Economic education is necessary for the education of an economic culture in a person, for the ability to correctly understand the socio-economic processes taking place in the country and to actively participate in the activities of society. The situation is now very favorable for an economics teacher. For the first time in decades, people felt the importance of economic processes for themselves and for society as a whole. Whatever the depth of economic knowledge, every adult is forced to solve many economic situations.

Today, two concepts of teaching economics are being implemented:

1. business-oriented, in which information about the economy is presented in the form of a system of practical advice and aimed at developing skills of behavior in economic life;
2. cultural and functional, aimed at forming general ideas about the world of economics, corresponding values, and on their basic - skills of behavior in the economy.

The cultural and functional approach is acceptable; it helps to develop adequate representations of the essence of economic phenomena. It is believed that the professional activity of an economist is associated with the analysis of specific factual material, figures, and the like. Outwardly, this is so. However, a professional economist still has to see people, specific events and actions behind the analyzed information. If this does not happen, then the economist did not take place. Therefore, it is impossible to solve the problems of the effectiveness of economic education without the active inclusion of a "person".

4. Conclusions

The main task of higher education is the formation of a creative personality of a specialist capable of self-development, self-education and innovative activity. The solution of this goal is hardly possible only by transferring knowledge in a ready-made form from the teacher to the student. It is necessary to transfer the student from a passive consumer of knowledge to an active creator of knowledge, who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. The reform of higher education, which is taking place today, is inherently connected with the transition from the learning paradigm to the education paradigm.

The practical components of an economically educated person are the motivation of the ability to constantly improve competence and the practical use of new knowledge to improve and develop technical, technological, financial, socio-economic, legal and other important organizational, economic and managerial processes; to develop the personal and collective potential of economic activity on the basis of social partnership and social responsibility.

The objectives of economic education are: creating conditions for the self-realization of an individual as an economically active member of society, able to consciously participate in the economic life of the country; meeting

the needs of society and the state for economic specialists who are able to practically implement the strategy of sustainable economic, social and spiritual development of the Country to ensure a high standard of living for the people; ensuring the mobility of students and teachers; the education of future specialists of a holistic socio-economic worldview and a modern scientific worldview, the formation of consciousness of members of society on the basis of systematic economic thinking, creates opportunities for them to acquire knowledge, skills and skills of economic activity; building the potential of the teaching staff and improving its social status; development of economic science in universities as a basis for ensuring constant updating of the content, improving the quality of education in educational institutions of various forms of ownership; improving the management and organizational and economic mechanism of the functioning of educational institutions; integration of national higher professional economic education into the European educational space; introduction of the European system of crediting knowledge, development of criteria and methodology for assessing the quality of teaching; ensuring accession to the Bologna process, including through the coordination of the content of training, the development of cooperation between educational institutions, mobility schemes, integration of training programs, training technologies and scientific research; development of a system for comparing the qualifications of domestic specialists of the corresponding educational qualification levels and the qualifications of specialists from European countries; involvement of employers in social partnership in the organization of professional economic education to meet the needs of the labor market; creating conditions for social partnership of participants in the educational process; compliance of the quality of domestic economic education with the requirements of the international labor market; ensuring the continuity of economic education on the basis of integration processes both in the system of "Education-Science-Production" and in the system of relations of international cooperation.

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