Journal of Asia Pacific Studies (2019) Volume 5 Issue 2, 285-303

The use of innovative technologies in the course of teaching the economy in the higher school

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Abstract: *The article substantiates the use of innovative technologies in the course of teaching the economy in the school, outlines the features given to some economic examples of case studies, projects, and discussions. The main goal of introducing innovative technologies in education is to show the students the applicability of theoretical models in practice, the solution of economic situations. Innovative technologies along with traditional form are the core competencies of students in studying the economy. The coming XXI century already at the end of the last century began to be called "the epoch of information", because in the XX century the role of information continuously increased and acquired the most important significance in the development of society, in the progress of the economy, science, technology and culture. However, the 21st century is called not just the "age of information", but, moreover, "the century of the global information society". In such a society, education, knowledge, information and communication form the basis for the development and well-being of the human person. For the modern person, the need for skills in the perception of information, the ability to correctly understand the meanings of audiovisual images, and, as a consequence, to be more competent and free to handle and navigate information flows. Strategic directions of the development of education are currently being discussed. A new system is being formed. The key characteristic of this system is the formation of creative competence of students.*

Key words: *teaching method; innovative technologies, management; higher school; interactive teaching methods; project teaching methods*

1. Introduction

Students of the XXI century study in the period of formation of the "new economy" of the information society. If education in the natural sciences is less susceptible to change due to the dynamics of public life, then economic education most directly reacts to changes in social development. Therefore, the problem of improving the methods of teaching economic disciplines is becoming more urgent. The teaching methodology is designed to provide a high theoretical level of teaching, rigorous scientific, bright and lucid presentation of the material. Teachers of economic disciplines require the targeted use of interactive teaching methods, test tasks, specific situations,

in order to analyze contradictory processes of market transformations on the basis of theoretical propositions.

In my practice, along with traditional teaching methods, such as lectures, seminars, independent work of students, I try to make extensive use of non-traditional methods. The essence of these methods is to organize the learning process in the form of a dialogue, which will help students learn how to express their thoughts, analyze problem situations and find effective ways to solve them. Such methods allow to raise the level of education of develop students, form skills and abilities that they will use in their further professional activities. Thus, lecture classes are held in the form of a lecture-conversation with elements of discussion, exchange of opinions, brainstorming, which allows attract students in a conversation, to collective study of the problem, exchange of opinions.

The method of educational discussions is effective in studying complex and voluminous material. A group of students can be divided into small subgroups (5-7 people each) and offer certain economic situations for consideration. For example, the causes of unemployment, the economic crisis in the world, the consequences of devaluation, etc. Students are invited to understand the problems of a specific economic phenomenon and provide objective conclusions. Advantages of the method of educational discussions are not only the consolidation of the material, the use of students' own experience, the ability to use knowledge from one area to another, but also the development of communicative abilities, team spirit, and independent thinking. This method also helps students to be proactive, generate a large number of ideas.

The basic concept of the next method is a case. A case is a description of a complex situation with accompanying facts, the understanding of which requires its separation into separate parts, and then - the analysis of each part and the combination of conclusions to obtain a holistic situation. The method of case study allows solve certain tasks: allocation of a complex of problems of a concrete situation, definition of its structure, definition of the factors which caused occurrence of the given situation, its modeling; building a system of assessments, predicting the future state, developing recommendations and a program of action to address the situation. In the classroom using this method, various situational tasks, production situations directly encountered at the enterprise are applied. For example, in the course of the discipline “Economics of organization”, production situations are applied on the topics:

-“Calculation of the cost of production”

-”Profit and profitability - indicators of the effectiveness of the organization”

-”The system of payment”,

In this case, knowledge is generalized and updated It is necessary to learn when solving a problem, which turns students from passive participants into active learning. The application of the method of analyzing situations helps to improve the analytical thinking of students. The result is not only knowledge, but also skills of professional activity.

2. Methods

It is obvious that innovative renovation of the country is impossible without updating the qualitative component of modern education. This is especially true of economic education, since it is precisely economists and managers who must ensure the further development of Kazakhstan. It is worth noting that now the Kazakh education system is in the process of modernization: the educational standards of the third generation are being implemented, the results of integrating the Kazakh system of higher education into a single European educational space are being evaluated, and innovative technologies and methods are being introduced.

Many authors in their work focus on the problems of higher education, the issues of improving the quality of education, because in a competitive market economy in times of crisis, specialists of a qualitatively new type are demanded: initiative, sociable, competitive, having business communication skills, easily adapting to changes. The solution of this problem is directly related to the organization of the educational process in educational institutions of higher education.

In this regard, it seems appropriate to trace the current state of management as a science, to identify existing problems, as well as to assess the methods of teaching management used in our day. Research of this kind has both scientific and utilitarian significance, since it is the departments of management that must prepare a qualitative layer of managers capable of becoming the forefront of future progress. Focusing on the problems of management, it is necessary to note their statement in the work of E. Hartmann. The author notes that, despite the growing number of graduates in the specialties of “management”, in the context of globalization of business and the strengthening of international competition in Kazakhstan, the scarcity of qualified personnel is becoming increasingly acute.

Based on the results of a study of labor productivity in Kazakhstan, E. Hartmann writes that managers lack the skills in professional project

management most of all. In this regard, G. Namatova identifies a number of problems related directly to the process of professional training of managers. (Afuah A. 2014)

1. The learning process of management as a set of individual disciplines. The author notes that the management, in fact, has dissolved in a number of specialized disciplines, each of which reflects its view on the management of the organization, its content, in its own way puts emphasis in training and defines key concepts. As a result, E. Hartmann agrees with the conclusion "Today, a typical business school is engaged in specialization, not integration, and pays attention to specific narrow disciplines, rather than management practices".

2. Training management through analysis, not synthesis. Arguing about this problem, E. Hartmann focuses attention on the fact that during the training of managers, more and more attention is drawn to the use of analytical techniques and methods in management. The author comes to the conclusion that teaching strategic analysis in isolation from synthesis impoverishes the results of training managers and steals the practice of management. It is synthesis that forms the core of management. Skewed development of analytical skills of manager leads to the fact that they remain in the infancy of their ability to design and develop plans, the ability to act and perform real tasks. (Archibald R.D., Archibald S.C.2016)

3. Training in management methods out of context. Speaking about this problem, E. Hartmann notes that if the methods and tools of management are presented to learners in general, taken out of context, then this gives rise to absolute certainty that their application in practice will always give the expected result.

4. Training is not good enough for the daily work of managers. During the statement of this problem, the author conducted a survey of respondents who showed that managers need more practice oriented training, development of their "social skills". As E. Hartmann notes, some of these skills are simply lost in the flow of the analytical methods and procedures under consideration. They simply "go through" - and go on. You can not expect the training of real leaders by simply adding to the curriculum discipline on leadership.

In turn, E. Hartmann argues that management problems in Kazakhstan originate in the system of training workers for this field of activity. One of the main problems, according to E. Hartmann, is the quality of those entering the "management" direction. Those who do not reach the heights of school knowledge that allow to enter the university in the direction of

"economics" come, hence the low level of school knowledge, and less responsible attitude to learning. The author notes with regret that the university should prepare a high-quality product from poor-quality raw materials, and if this task does not cope, then in the future such "managers" are unlikely to give a new impulse to the development and prosperity of the national economy.

Hence the second problem - the quality of university graduates. One can not disagree with E. Hartmann that the inability to make motivated managerial decisions leads to sad consequences - loss of profits and customers, bankruptcy. In addition to the main two problems, the author singles out a number of accompanying ones, which on the whole can be characterized as unprofessionalism. As a result, generalizing the experience of E. Hartmann, it is possible in the form of a scheme to reflect the above-mentioned problems in the sphere of education in the training of managers.

Low level of school knowledge

Professional training of managers in these conditions

The learning as a set of individual disciplines

The absence of a law of unity of analysis and synthesis of control outside of context

The lack of development of social skills

The lack of integration and management practices

The inability to manage projects

The perform real tasks and impossibility to prepare true leaders

The unprofessionalism of managers

2. Disadvantages in educational activities in the direction of training management

In our opinion, universities should take their graduates' quality seriously, because "under-professionals" mean loss of face and prestige. Thus, there are enough problems in the methods of teaching management today. In this regard, it is advisable to study proposals for their solution. Ways to overcome problems. Thus, E. Hartmann sees the way to solve the problems mentioned above in the wide use of active and interactive forms and methods of teaching (business and role games, case studies, group

discussions, computer models and analytical systems, trainings, etc.) in educational process, effective educational technologies.

A similar position is held by A. Stuart. In turn, E. Hartmann believes that the leading place in the modern system of education should take innovative methods of training specialists. Curious is the fact that the vast majority of researchers under innovative methods understand and interactive methods, identifying them among themselves. However, it seems to us that interactive methods of teaching are used in innovative methods, but not all interactive methods can be called innovative. Hence the need is a more detailed study of innovative and interactive technologies. And methods used today in the professional training of managers. As noted by E. Hartmann, one of the most effective methods of teaching, successfully proven in practice, is teaching in action. The method finds wide application in training programs for managers in both foreign and Kazakh business schools. (Boutellier R., Heinzen M. 2014)

Training in action is based on the fact that managers are actively involved in the process of finding solutions to problems that arise in the actual practice of management at enterprises. Such training is directly aimed at achieving the goals of professional practical training of students. The principle of "action learning" finds application in the basic educational programs in the course of training managers in the development of various kinds of projects, which provides the project teaching method. The essence of the method of project training is that students solve certain tasks related to the development of projects to solve the problem.

The goal of the training is to teach managers to develop projects, and not just to fulfill the curriculum for the educational program. One can not but agreed with E. Hartmann that the development of the project undoubtedly benefits the training, since it allows the students to get the first experience, and the practicing managers - additional skills. The significance of project experience gained during the development of projects is that it teaches people to think, develops their systemic and logical thinking allows them to comprehend their actions and to realize what they are going to do.

All this confirms the importance of using the method of project training to form the professional competencies of modern managers. Also the importance of the use of design teaching method in the educational process is reported by E. Hartmann. It should be noted that the author is a supporter of using the concept of "learning by doing" in the learning process.

According to E. Hartmann, this is a very effective motivating way of teaching, as students develop and further apply projects based on their own ideas. And, in the parallel development of several projects, which creates a

competitive environment. E. Hartmann writes that, in addition to the author's idea, the key factor in motivating the development of the project is the potential for its practical implementation - the opening of one's own business in the future, participation in the competition for obtaining funding for further research, the publication of a scientific article, etc.

Teamwork on the project (3-5 people each) and presentation of each development stage to a large audience (before the whole group and invited guests, participation in additional events that go beyond the educational process etc.) are additional factors of motivation that allow maintaining a high tempo and achieving the required quality of theoretical material development. Another of the universally recognized is the gaming method of teaching. There are many varieties of this method they are devoted to a rather large layer of scientific literature. (Eisdorfer A., Hsu P.2011)

In our opinion, the greatest attention deserves the work of the group of authors at the Department of Management and Marketing of the Institute of Economics and Finance of the Kazakh State University developed and applied organizational-activity game as a method. This concept allows to activate the educational process and monitoring evaluate its quality. The authors focus on a number of features of the business game on management. The theme of the business game is a complex problem that has a practical significance every year.

We give examples of several of them. “The choice of the strategy of using production innovations in the reengineering of business processes”. In accordance with the topic, problems are posed that need to be addressed. In this case there were three problems:

1. “Substantiation of the need for a process approach in the production and market spheres: losses and acquisitions”;

2. “The choice of the strategy of using innovations in the reengineering of business processes in production and in market relations”;

3. “Competences of graduates in the field of production and market process management in the context of Kazakhstan's accession to the WTO”.

Another theme is “Development of a business project within the framework of the target departmental program” Beginner Farmer.” The corresponding problems are: “The choice and presentation of the business idea”. ”Fundamentals of business planning, management and programs of the Ministry of Agriculture of Kazakhstan”; “Development and adoption of

managerial decisions by the head of a peasant farm (PFH) in accordance with the law"; "Promotional video about the produced product of PF". The authors note that the choice of the topic, goals and objectives of the game is based on actual existing production and scientific problems of the Astana region.

The goal of the game is to develop students' intellectual potential and skills in finding sound solutions to the problems of the agricultural sector, relying on the practical experience of agricultural producers and the theoretical knowledge gained in the process of working out scientific and specialized literature, as well as normative documents.

As the authors note, in the process of preparation the student develops an idea about the functioning of enterprises in the market, he learns to analyze the opportunities and threats for the company's activities, connects the organization's external environment with the internal one, which pays special attention to such issues as organizational structure and management structure, business -processes, technological aspects of production, quality management system of manufactured products, interpersonal relations and adoption of effective managerial decisions in conditions of limited time and resources. These issues are relevant both for students and for agricultural organizations.

The authors write that the tasks of the game are related to the formation of the following general cultural and professional competencies in the participants: readiness for cooperation with colleagues, work in the team; the ability to design an organizational structure, to distribute powers and responsibilities on the basis of their delegation; readiness to develop procedures and methods of control; the ability to effectively organize group work on the basis of knowledge of the processes of group dynamics and the principles of team formation; ability to analyze and design interpersonal, group and organizational communications; the ability to assess the conditions and consequences of organizational and managerial decisions. (Gassmann O.2016)

As noted by E. Hartmann and her co-authors, the practical result of the student's participation in the game is the formation of his work skills in the team, the allocation of responsibility centers; setting and achieving the goal; obtaining concrete results, designed in the form of a sequence of steps from designating a specific problem to solving it. At the same time, there is a comprehension of this problem both from the theoretical and from the practical point of view. The authors come to the conclusion that the game makes it possible to use the potential of students, teachers, employees of government bodies to solve urgent social and economic problems of the

region, study and evaluate the educational process, improve the training of future specialists and managers.

The game form makes it possible to visually demonstrate public opinion about specific problems. In the course of the game, shortcomings in the content of the programs of individual disciplines and the learning process as a whole are revealed. As a result of the game, the programs of individual disciplines are adjusted, activities are developed, the themes of dissertational studies and final qualification works are formed, which are aimed at solving the problems of agriculture in the region and improving the training of specialists, as well as strengthening the connection between education and practice. In our opinion, it is appropriate for other universities to learn from the experience of such business games. This is especially true of peripheral universities, because the events discussed during the game help to solve specific socio-economic problems of a particular region.

Another one of the variety of the business game is told by E. Hartmann is a business metaphorical game (BMI), consisting of two components - a game and a model. The model defines the framework of the game. Participants perform certain roles with which they are identified, and recognize for the time of play the rules of the model as rules of reality. Simulation in the game is the creation of models that replace the objects of the real situation, as well as manipulating them to replace real experimentation with an artificially constructed behavioral pattern. A special feature of the BMI is that a metaphor is taken as a plot to solve a managerial (economic) task.

G. Namatova focuses attention on the fact that a metaphor is viewed as a way of cognizing the world, assessing and explaining the surrounding reality as a whole, as a mental operation. The metaphor can serve as fairy tales, parables, legends, which by analogy convey the problems of the relations between the protagonists of the metaphor and real administrative (economic) situations. (Namatova G.2016).

Ways to solve problem situations are demonstrated in an allegorical way - through metaphor, this allows participants in the game to “get used to” the role of characters and look at the task in a new plane, excluding the impact of real behavioral barriers. Metaphor defines the rules of the game, and the results of the team's work are modeled in the real situation. As E. Hartmann notes, thanks to this feature, the BMI allows you to apply the acquired knowledge in practice, to activate the creative abilities of students, to overcome behavioral blocks and stereotypes in perceiving certain managerial (economic) situations, and to develop the skill of working in a team. The use of BMI has a number of advantages among other methods of interactive learning. (Orion, N.; Hofstein, A.; Tamir, P.1997)

First of all, with the help of a business metaphorical game, the principle of visibility of scientific content is ensured. Colorfulness of metaphors makes it possible to form a more understandable image than traditional theoretical calculations on the problem. The metaphorical model allows us to comprehend the essence of the phenomenon under study. Metaphor creates a certain model of the world, which in consciousness is formed as a set of elements that have causal relationships. The game method of training is, in fact, one of the methods of group dynamics. These methods, as well as the effects of their application, are described in some detail by E. Hartmann.

The author reports that the application of methods of group dynamics in the study of academic disciplines is intended to demonstrate the synergy of interaction when making managerial decisions, to determine the possible scope of such methods in the conditions of a specific organization, and also to learn these methods by students during practical classes to solve simulations and training tasks on the basis of their application.

The author writes that the students, when they participate in the classes as participants in expert groups, not only master these methods, but also gain experience in applying them, and also get an idea of how to manage the work of such groups in their practical activities later. Their main advantage is practical proof of the formation and manifestation of a synergistic effect when working in an expert group.

In fact this effect is due to the emergence of the elements integrated in the system and exceeds additivity of the results of these elements acting in isolation. E. Hartmann emphasizes that the strongest impression of learners from mastering the methods of group dynamics is the realization by them of the fact that in this case, in a short time and with little labor effort, a result was achieved which, in individual work, they would appreciate as unattainable.

Acquiring skills in using group dynamics techniques increases the self-esteem of learners as leaders who are ready and able to use the energy of employees to achieve goals.

The great merit of E. Hartmann is to develop a classification of methods for group dynamics. Thus, it distinguishes the following types of group dynamics methods: methods of saving time for making decisions; methods for developing and consolidating planning skills; methods that teach the skills of expert selection of management decisions; methods that provide the formation of skills to assess the effectiveness of management decisions.

Let's explain in more detail each of these groups of methods.

Methods for saving decision-making time

According to the author, this group allows students to demonstrate how using some simple transformations of the method of brainstorming can learn to make operational decisions in a short time. Having mastered such skills in the classroom, students can easily apply this experience in their practical activities, because the method is easy to learn and adapt. As an example we leads the modification of the method of intellectual assault – "blitz-storm" (Palepu K.G., Healy P.M., Bernard V.L., Peek E. 2007.)

The method is used to make quick decisions when an important factor is speed. To conduct such a study, the students, consolidated into expert groups of 4-5 people, are given an exercise to make an uncomplicated decision in a room where there is no opportunity to sit. You can work only while standing, while the room is cooler than usual. As a result, students successfully cope with the task of lightning-fast decision making. E. Hartmann asserts that when applying this method, learners additionally get the opportunity, listening to other experts and taking part in joint work, to discover new approaches, vision prospects and interesting analogies arising at the junctions of different areas of their administrative practice, as well as in the discussion of the designated problems by different specialists.

The process of active discussion during the search for ways to solve this problem is endowed with a special energy of creativity, the spirit of collectivism, play and celebration. The welcoming atmosphere enables participants to learn the skills of criticism on the merits, learn to improvise, and also strengthens the positive attitude and trust. This allows students to learn and apply this method well.

Another modification of the method of intellectual assault, according to E. Hartmann is a method of synectic. It is a technique for solving contentious issues stimulating thought processes, the orientation of which, as a rule, is unexpected and random. The author writes that to make a decision in this technique the students should present the scenario of the future, but the result of the solution developed by them must be formulated in the form of an artistic image, since the synectic is an approach to creative thinking that depends on the understanding of the possibility of combining incompatible, at first glance, of things. The idea of the method is to consolidate the individual creators into a single group for the joint formulation and solution of specific creative tasks, and the very term synectics includes a whole range of tools and methods. The method is based on the use of unconscious mechanisms, manifested in human thinking at the time of creative activity.

In a situation where people are grouped together, they need to voice their thoughts and feelings about the designated creative task. An irrational form of discussion is the cause of the manifestation in memory of metaphors, images, symbols. The ciectics allows you to destroy stereotypes and master abstract thinking, as well as see old problems in a new light.

3. Methods of development and consolidation of planning skills

In describing this group of methods, E. Hartmann first of all notes that planning, as well as its manifestation-goal-setting, being central management functions require collective interaction. Owning the methods of working in the group while forming plans allows ensure the completeness and comprehensive nature of plans and not to lose sight of even the most inessential details.

One of such methods is E. Hartmann's “thought maps”. According to the author, the method applies the visualization of the process of general systemic thinking with the help of schemes. A “thought map” is a diagram resembling a tree or diagram, which depicts words, ideas, tasks, or other concepts connected by branches that deviate from the central concept or idea. This way of recording makes it possible for the connection diagram to grow and supplement unlimitedly. Link diagrams are used to create, visualize, structure and classify ideas and act as a tool for learning, organizing, solving problems, making decisions, writing articles, research papers, reports, etc. When drawing up plans or schedules used in the management of organizations, they allow avoid omissions and omissions even in respect of the most insignificant elements of activity. Another example of this group of methods in E. Hartmann is the “The diamond chariot”.

The essence of this method is the decomposition of goals when developing a multi-component planning document or an action plan for a multi-stage complex event. The main purpose of the method is a detailed display of the sequence of execution of all the necessary steps that make it possible to provide for the needs in all types of resources. “The diamond chariot” shows the students that, using the method of decomposition of goals, it is possible to compile a detailed work plan for any direction with little effort at the expense of teamwork and realize the synergetic effect, without missing anything. As a rule, omissions, oversight, forgetfulness lead to repeated adjustments to planning documents, which is fraught with additional costs, requires justification for additional resource requirements or leads to the sequestration of goals. “The diamond chariot” allows avoid this due to the detail and completeness of the display of tasks.

4. Methods that teach the skills of expert selection of management decisions As E. Hartmann notes, in the practice of making managerial decisions, it is often necessary to make a choice from among alternatives, each of which can form the basis for the solution, but has some properties, subjective assessment of which by experts can vary considerably. At such times, expert selection skills are needed. Their acquisition is facilitated by classes using the"6-3-5"method.

Based on the technical conditions of the method application, a group of six experts is needed, each of which within five minutes should offer three solutions corresponding to the task of the moderator. After each expert articulates their options, they all have to choose the only one.

E. Hartmann writes that the need to use this method arises when the management decision affects a list of indicators of planning or evaluation, conditions, requirements, or there is a need to give a name, for example, to a new product, process, project, as well as in case of the need to develop slogans, slogans, slogans and other similar corporate style elements. Similar tasks in management practice arise quite often, and managers do not always have the time or creative potential for this. Then you need to involve expert groups.

5. Methods that provide the formation of skills to assess the effectiveness of management decisions

Expanding this group of methods, E. Hartmann focuses on the fact that we are talking about methods of situational analysis that use technologies for assessing the various stakeholders of the management process. As an example, the author cites the multilevel vision method. The method is based on the fact that when evaluating decisions the manager needs to evaluate the impact on the conditions and results of activities of different levels of management in the organization and on the activities of various structural units will be made by its adoption.

The training of the method is based on the fact that each group of 4-5 experts in the classroom takes on the role of one or another level of management or structural subdivision of the organization. When considering the decision as a proposed circumstance, the group jointly simulates the future scenario and determines which of the elements of the decision can negatively affect the effectiveness of the organization as a whole. Thus, in the process of mastering the method, skills of critical attitude are formed, even to rational, at first glance, solutions. E. Hartmann comes to the conclusion that the work of expert groups makes it possible to carry out a simulation that comprehensively reflects the actual state of the organization.

It is worth noting that E. Hartmann also advocates the use of business games that require work in the group. In particular, she singled out the game "Nixdorf Delta". This is an interactive computer strategic business game, for the application of which you need knowledge of the basics of marketing, planning, production management, financial analysis and other economic disciplines. The game is an imitation model of the enterprise's activities, makes it possible to apply in practice and test professional knowledge in the field of enterprise management in a competitive environment and reproduces the development of the market situation for several years.

4. Results

As E. Hartmann notes, the "Nixdorf Delta" system is recommended by the Ministry of Education and Science of the Kazakhstan for application in higher education institutions in the training of specialists in economics and management. In the game can participate up to six teams-competitors, formed from students. They sell three different products in four markets. The task of each group of teams, consisting, as a rule, of three participants, is the adoption of economically justified decisions on all important issues of enterprise management, taking into account its position in the market. These issues include marketing and pricing, investment, procurement and storage, research and product quality assurance, personnel policy, financial management, etc.

All these components are interrelated and influence one another. At the same time, each team needs to predict the development of the market situation and the decisions of other players in the game. To successfully participate in this business game requires a certain amount of knowledge on economics and enterprise management. The fulfillment of the conditions of the business game contributes to the consolidation of professional managerial competencies.

E. Hartmann comes to the conclusion that the application of methods of group dynamics: - gives practical exercises the form of active and interactive classes, which makes the learning process not only interesting, but also more effective; - provides formation of a wider range of professional managerial competencies through the implementation of synergistic effect; - Encourages trainees the skills of independent expert work, which can be replicated to their subordinates and used by students in subsequent management activities; provides an opportunity to visually verify the effectiveness and effectiveness of the methods studied in practice in order to then, if possible, delegate some of the management functions to expert groups, which is more in line with the modern management paradigm.

Innovation in the enterprise is a form of manifestation of scientific and technological progress at the micro level. They help to update the range of products, improve its quality in order to meet the needs of consumers and maximize the profits of the organization. Efficiency of innovative (scientific and technical) development of an enterprise is determined on the basis of the ratio of the effect (profit of the organization) and the costs that caused it. There are four main types of effect from innovation: technical, resource, economic and social. The success of innovation in the enterprise is affected by many factors, among which we note the scientific and technical potential; production and technical base; the main types of resources; large investments; appropriate management system. Correct correlation and use of these factors, as well as close interconnection through the management system between the innovative, production and marketing activities of the firm lead to a positive result of the implementation of the innovation strategy.

5. Discussion

The method of projects is used as innovation in the teaching of economic disciplines. Innovative educational project activity is an effective form of organization of the educational process aimed at the individual development of cognitive interests and creative abilities of students. This method involves mastering the technology of presentation of various creative works (reports, reviews, abstracts and reports on professionally oriented topics). The project method refers to research. It is based on the development of cognitive skills of students, the ability to independently design their knowledge, navigate the information space develop critical thinking and creative abilities. The method of projects always involves solving a certain problem that involves, on the one hand, the use of various methods and means of instruction, and on the other, the integration of knowledge and skills from various fields of science, technology and creative industries.

Educational projects are created and protected by students in the framework of conducting lessons - conferences, lessons - round tables, lessons-auctions. Professor David Jonassen said:".. instead of using computer technologies to reduce the learning process to student interactions with a computer programmed by the developer of the training system or the teacher, it is necessary to transfer these student-computer interactions to the knowledge of the trainees themselves, which will enable them to independently represent and express own knowledge".

In these conditions, students act as developers when they use the computer as a tool for economic knowledge, access to information, interpretation and organization of their own knowledge and presentation of this knowledge to other students during practical classes.

Participation of students in the creation of projects requires a lot of preliminary analytical and practical work and develops the level of knowledge, promotes fruitful cooperation between the student and the teacher. Students prepare projects on the themes:

-"Organizational and legal forms of management"

-"Tax system in the Kazakhstan",

-"Insurance"

-"Basic and circulating assets of the enterprise" using presentations.

The advantage of computer presentations is an increase in the pace of the lesson, the constant availability of necessary information before the eyes of students, as well as the return to the necessary information if necessary at any stage of the lesson, which contributes to better assimilation of new material.

The criteria for evaluating completed projects include:

-compliance with the requirements for the execution of work;

-completeness of the topic disclosure;

-the amount of information used that goes beyond the program;

-novelty, scientific and practical significance of the results of work;

-volume of used literature;

-the logic of the presentation, the persuasiveness of reasoning, the originality of thinking, the clarity of the structuring of the work;

-accessibility, consistency and freedom of public presentation of the content and results of the research;

-understanding the essence of the questions, reasoning, conciseness and clarity of answers.

To widespread innovations in teaching of economic disciplines it is possible to attribute various games: business, organizational-activity, innovative, reflexive games on stress removal and formation of innovative thinking, search and approbation, etc. This method was first developed in the early 1940s American economists. The game is a way of practical mastering of economic theory, economic relations. With the help of games you can simulate the real processes that occur in the economy. The main advantage of educational games is the possibility of applying theoretical knowledge in practice.

When using business games, the productive and transformational activity of students prevails. In particular, for educational games are characterized by the multivariate and alternative solutions, from which it is necessary to make the choice of the most rational. Business games in the training sessions have now become quite widespread and are used, mainly, to study those topics that are related to the economy, organization and management, accounting, with new forms of management in market conditions.

Thus, a business game in the discipline “Business Planning” on “Developing a business plan and presenting a business plan” creates the conditions for students to be involved in active work, for independent work in small groups, gives an opportunity to show their knowledge and creative approach to the problem.

On the basis of educational games, a new direction of the economy is developing - the experimental economy. The specificity of the experimental economy lies in the fact that it touches upon the questions, the study of which is incomplete. Thanks to this, this direction of the economy is the source of various pedagogical innovations

Modern American economists consider the use of feature films, video, as effective. University professor in West Texas, Ann Macy notes that films improve the attention and memory of students, students are beginning to be more interested in economic issues, as they see the connection between theory and reality. Films allow you to see the problem visually, better understand it and draw objective conclusions that will form the basis for the formation of alternative approaches to solving a particular problem or making a certain management decision on a particular situation. The use of films in the learning process also allows students to demonstrate critical thinking skills. The development of critical thinking is an important aspect of learning. Critical thinking is an approach in which considerable attention is paid to the ability to form one's own opinions and statements and at the same time to argue them. The application of the “video-on-demand” method is used by me when studying the topics

-”Investments and investment activities”,

-”Introduction and use of innovations”,

-“Development and promotion of goods”

The application of the above methods in teaching the economy somewhat changes the role of the teacher himself: he ceases to be authoritarian and the only source of knowledge and becomes the leader and assistant of students in the educational process. Students are given the opportunity to independently seek the knowledge they need in a rapidly changing world, and therefore they require a large number of individual learning strategies that would allow each of them to become an active participant in the learning process and to critically approach the knowledge provided to them. (Samonas M. 2015)

I believe that the positive use of innovative technologies in the process of studying disciplines, including economic ones, is to improve the quality of education by:

-greater adaptation of the trainee to the training material,
- taking into account own capabilities and abilities;
choice of a method of mastering the discipline more suitable for the learner;
- regulation of the intensity of learning at various stages of the learning process;
-self-monitoring;
-access to previously unattainable educational resources of Kazakhstan and world level;
-Support active learning methods;
-figurative visual representation of the material being studied;
- development of independent learning.
Thus, innovative technologies create a favorable educational environment for effective teaching sessions, providing teachers the opportunity to comply with the following basic postulates of modern learning:
- The student should not receive all information in a finished form, otherwise through a couple of such activities his cognitive activity will be close to zero;
-Only one form of work can not be used in a training session.

The maximum time period for the duration of one type of educational activity should not exceed 20 minutes;-the meaning and purpose of pedagogical innovations is to implement a new vision of the teaching methodology, to attract new methods, technologies, multimedia teaching tools in the interests of developing the personality of the future specialist.

6. Conclusion

Summing up, it can be noted that the effectiveness of innovative methods of teaching the economy is obvious. These methods help to increase the level of mastering knowledge, teach students to think creatively, apply theory in practice, develop independence of thinking, and the ability to make optimal decisions in a given situation. As practice shows, the use of innovative methods in professionally oriented education is a necessary condition for the training of highly qualified specialists. The use of various methods and techniques of active learning arouses students' interest in the educational and cognitive activities themselves, which allows creating an atmosphere of motivated, creative learning and at the same time solving a whole complex of educational, educational, developmental tasks.

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