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Classification of economic disciplines on the level of information technology

Contents of training future specialists in economy is a complex and multi-structure features a large variety of the objects, phenomena and processes. Along with a deep mastery of a significant amount of theoretical knowledge, students should be formed to develop practical skills and abilities, allowing them to creatively use various training and real-world conditions. Teaching problem to be solved in the preparation of students for each of the subjects of the curriculum varied and deep-specific, have a professional theoretical and practical orientation, characterized by integrity and completeness. All this requires that in order to enhance teaching and learning of students comprehensively utilized information technology.

Computerization of school decision-pedagogical by scientific agricultural universities of several new professional challenges. Among them, one of the most important is to assess the effectiveness of the educational process in the modern educational technologies, particularly information. Solving this problem involves the choice and justification of didactic performance criteria that allow for appropriate pedagogical dimensions. The study was to determine the effectiveness of the use of information technology at different stages of the learning process of economic subjects such as: conducting lectures visualized with electronic projector, mastering academic material in lectures and through the software of character in the search form. Slide with hyperlinks, training programs, follow-through control programs. When planning the experiment we assumed that the software has educational purpose: to expand educational opportunities of students, their level of information through various demonstration and illustrative material to increase strength and assimilate knowledge, to create individual working conditions of educational information, develop search skills students.

Analysis of recent research and publications. Exploring issues of information technology in the works started A.P. Ershov, M.I. Zhaldak, S. Kuznetsova, A.A. Kuznetsov, V. Monahova, V.G. Razumovsky, Y. Ramskoho etc.

Psychological and pedagogical aspects of teaching with the use of information technology in *pozhyaduytsya ppatsyah* T. Hephaya, V.V. Davydova, V.Ya. Lyaudys, Yu.I. Mashbytsya, N.F. Talyzina, V.V. Rubtsova and others.

However, analysis of works gives grounds to state that the problem of the use of information technology in the study of economic subjects requires further research and scientific development.

In this context, the aim of this article is to analyze the content of economic subjects in terms of information technology in their learning.

Industry standards higher economic education include educational and vocational training program for junior specialist, bachelor, specialist and master „Economy and Business” in the following areas: „Economic theory”, „Economic Cybernetics”, „International Economics”, „Finance”, „banking business”, „Accounting and Auditing”, „Business Economics”, „Marketing”, „Personnel Management and Labour Economics”, „Applied Statistics”, „Commercial activity”, „Taxation” [*Encyclopedia...* 2008: 251].

Methodological function of economic theory implies the following classification of economic subjects:

- 1) Sectoral economic disciplines – economics of industry, agricultural economics, economics of trade, construction, transport etc.;
- 2) Functional economic disciplines – management, marketing, accounting, business analysis, auditing, economic statistics, finance, credit relations etc.;
- 3) Related and natural economic disciplines – economic geography, economic psychology, ecology, economic-mathematical methods and models, and so on.

In any classification of economic subjects common to them is that, on the one hand, they use economic theory as a methodological approach, on the other hand, the feed is a source of economic theory on the basis of the research that they conduct.

The analysis shows that the use of information technology has now significantly alter the role and function of the teacher and students has a significant impact on all components of the learning process of economic subjects: changing the nature, location and methods of joint activities of teachers and students; complicated programs and methods of teaching different subjects; modified techniques and methods of education. Thus, the introduction of information technology training process will inevitably lead to non-traditional problem solving learning process.

Computerization of educational process posed by teachers not only natural sciences but also the humanities many new problems. Learning with a PC is not confined to the fact that the number of hours spent per student computer, because it can not be a criterion for evaluating the quality of education. But one thing is certain – PC perfect assistant for organizing individual training. After all, once the teacher stops the students to see just about object, which must provide the required knowledge and skills, he has to find an individual approach to everyone adjust to its interests, the rate of absorption material, personal peculiarities of psyche. Computer A computer is known, does the program which he founded, and has a huge selection of themes to explore. Modern methods of

presenting information to the PC include not only text, but also graphics, video and audio clips. This allows you to use almost all the organs of the senses to perceive information while it is overlapping on different channels of perception, which dramatically improves the speed and quality of learning.

Given all the positive in mainstream education, based on the traditional e-learning appeared. The word „remote” indicates that this is a distance learning, where teacher and student are separated by space.

The main components of distance education are: electronic program disciplines, online tutorials, manuals, and a number of studies, including: computer and information technology, satellite communications systems, educational television, telephones mass, which provides a connection to data networks, global and regional networks.

Use in Open and Distance Education of various information technologies and new ways to broadcast information ensures effective interaction of teacher and student – special meeting, mini lectures, tutorials, gaming sessions and more. To improve the efficiency of distance learning must take into account other elements of education – the problem, intensive, modular, computer, gaming, consider its characteristics and laws and laws on which it is based.

Used new technology proximity information interaction – virtual reality. It sells through multimedia environment illusion of direct presence in real-time stereoscopic filed „screen world” These systems continuously illusion’s location among objects virtual world (virtual stores, businesses etc.).

New features information education ushered in 90 years of hypertext technology. Hypertext or hypertext system is a set of information, which can be placed not only in different files, but also on different computers. The main feature of hypertext – the possibility of conversion so-called hyperlinks that are presented in the form of specially formatted text or a graphic image. At the same time on a computer screen can be several hyperlinks, and each of them defines a route „trip”.

The successful combination of speakers with acceptable amount of transferred data provide computer slide film. The company distributes Mishosoft RowehRoint program designed to develop computer slide film. Unlike conventional slides, computer slide film with quasi-animation tools that can significantly vriznomanitnyty dynamics computer slide show movies. Slides are often accompanied by sound, music, containing fragments of movies. Practiced as training and protection of computer presentations by students.

Distribution of hypertext technology was the impetus for the creation of unique and wide replication on CDs variety of electronic publications, including textbooks, reference books, dictionaries, encyclopedias. The use of electronic editions of various information technology (learning systems, multimedia, hypertext) provides significant benefits of e-book teaching versus traditional: Multimedia technology creates a learning environment with a bright and clear pres-

entation of information that is especially attractive, is the integration of large amounts of data on a single carrier; hypertext technology through the use of hyperlinks makes it easy to navigate and allows you to select individual circuit study material, technology is an intelligent educational system based on modeling the learning process complements the textbook tests, monitors and directs the path of learning material, exercises, so feedback.

The use of multimedia technologies where traditional lecture „ozhyvlyayetsya” Multimedia involves maintaining the leading role of the teacher in knowledge transfer. However, it is time to actually „electronic lecture” when the idea of personalization is realized perception and assimilation of lectures students on computer workstations, the text of lectures on the screen is studied by students themselves. The main function of the teacher in the process of knowledge transfer is a general comment and individual counseling students. In addition, he will answer questions, provide guidance on the most effective use of the electronic textbook and its information, research and reference materials in the study of a particular academic subject.

The development and widespread use of electronic textbooks technology helps ensure the process of individualization of learning, solve the problem of the introduction of distance learning. Electronic textbook can provide systematic teaching materials, to make it easier to learn and open to correction and further development. In fact, electronic textbook is an electronic version of methodological experience teacher with a particular academic discipline.

Electronic textbook accumulates the basic teaching materials, teachers need to prepare and carry out all types and forms of employment in accordance with regulatory requirements. He also provides opportunities for self-study training topics, training sessions and to obtain additional information on a particular discipline. Electronic textbook helps students to exercise self-absorption materials with discipline, and teachers – objectively carry the current and final evaluation of student achievement.

Due to the rapid development of technology, the rapid increase in the number of computers and the introduction of new communication technologies a computer is a major means of teaching economic subjects regardless of their content. Currently, the study of economic subjects use such information technology: electronic textbook, multimedia systems, expert systems, computer-aided design, electronic library catalogs, databases, databases, local and wide area networks, email, newsgroups and other system.

Literature

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Abstract

The above classification of economic subjects depending on the application in their study of information technology.

Key words: Information Technology, Economic discipline.