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THE ROLE OF ECONOMIC EDUCATION TECHNOLOGIES IN DEVELOPING STUDENTS' TECHNICAL THINKING

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Abstract: This article analyzes the role and significance of modern economic education technologies in the formation of students' technical thinking. In the context of the digital economy, the importance of innovative pedagogical approaches, information and communication technologies, project-based teaching and practical training in the effective organization of the educational process is highlighted. In addition, international experiences, particularly the STEAM concept, are reviewed in terms of integrating economics with technical thinking. The results of the study show that teaching economics with elements of technical thinking serves as an effective means of strengthening students' professional competencies and preparing them as competitive specialists in the labor market.

Keywords: technical thinking, economic education, innovative pedagogy, project-based learning, information and communication technologies, professional competence, STEAM.

In the context of globalization and the digital economy, the requirements for the educational process are changing rapidly. A modern specialist must not only possess knowledge and skills in their field, but also be able to analyze technological processes, model them, and develop innovative solutions. Therefore, the development of technical thinking in education has become a pressing task. Particularly in the field of economic education, it is important to integrate technical thinking with economic knowledge in order to direct students towards complex reasoning, analytical approaches, and strengthening professional competencies.

Technical thinking is the ability to analyze economic and production problems, develop technological solutions, model processes, evaluate outcomes, and choose optimal decisions. A student with technical thinking can process information quickly, assess the economic efficiency of various processes, and is inclined to develop innovative solutions. Such competencies are of great importance in modern production enterprises, startup projects, and entrepreneurial activities.

Modern technologies used in economic education play an important role in directing students towards technical thinking. Interactive methods such as case studies, debates, and problem-solving teach students critical thinking and decision-making. Information and communication technologies, including virtual laboratories, simulation programs, and digital platforms, provide wide opportunities to apply theoretical knowledge in practice. Project-based teaching engages students in solving real economic and technical problems, fostering creativity and collaboration. Practical training, including business trainings, economic experiments, and industry-related tasks, helps to consolidate knowledge and prepare students for professional activity.

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Internationally, the widely used STEAM (Science, Technology, Engineering, Arts, Mathematics) concept serves to develop students' creative and technical thinking through educational integration. This approach directs learners not only to theoretical knowledge but also to gaining experience through real projects. In the higher education system of Uzbekistan, measures are also being taken to strengthen technical thinking by integrating economics with startup projects, digital technologies, and practical training. This contributes to aligning the national education system with international standards and preparing specialists who meet the requirements of the market economy.

Based on the above considerations, it can be concluded that economic education technologies are an effective means of developing technical thinking among students. The integration of interactive methods, project-based learning, information and communication technologies, and practical training enables students to apply theoretical knowledge in real-life situations. This, in turn, enhances their competitiveness and prepares them to successfully operate in the modern labor market. Therefore, integrating economic knowledge with elements of technical thinking remains a pressing strategic task in the education system.

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