

DOI: 10.12731/2218-7405-2013-8-37

**EFFICIENCY OF EDUCATIONAL INNOVATIVE TECHNIQUES  
IN TEACHING FINANCIAL AND ECONOMIC DISCIPLINES  
(BASED ON SOCIAL RESEARCH)**

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Importance of the presented study consists in need of the introduction innovation educational technology when teaching in high educational institutions. Objectivity specified need you-is the Russian system of the higher education called by turning on standards within the framework of Bologna agreement. Existing in persisting time scientific studies and practical developments in incomplete measure touch in-ask, concerning using educational innovation technology in the field of teaching social-humanitarian sciences, including courses\_financial-economic profile. Considering aforesaid, purpose persisting studies is a development of the methodical approach to estimation of efficiency of the using educational innovation and proving of the directions on improvement of their use in high school thrifty persons of the profile when learning student discipline to specialization. In the course of undertaking the study were used methods of the collection and processing statistical and sociological information, summeries and groups got data, quantitative estimation to efficiency applicable technology. The Results of the study touch the methodical questions of the estimation to efficiency educational innovation in high school financial-economic profile and practical aspects of their use when teaching of discipline to specialization beside student.

**Purpose:** development methodical approach educational innovation estimation and proving ways of improving using educational innovation in the economical universities.

**Methodology:** statistical summary, statistical grouping, sociological questioning, effectivity estimation, comparative analyses.

**Results:**

1) ways of effectivity estimation educational innovation using were revealed;  
2) the practical recommendation for improving using educational innovation were proved.

**Practical implications:** educational activity in the socio-economical higher institutions.

**Keywords:** educational innovation; innovation economy; business games; cases; tasks; exercises; effectivity.

**ЭФФЕКТИВНОСТЬ ПРИМЕНЕНИЯ ОБРАЗОВАТЕЛЬНЫХ  
ИННОВАЦИЙ ПРИ ПРЕПОДАВАНИИ ДИСЦИПЛИН  
ФИНАНСОВО-ЭКОНОМИЧЕСКОГО ПРОФИЛЯ  
(ПО МАТЕРИАЛАМ СОЦИОЛОГИЧЕСКОГО ИССЛЕДОВАНИЯ)**

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Актуальность представленного исследования состоит в необходимости внедрения инновационных образовательных технологий при преподавании в высших учебных заведениях. Объективность указанной необходимости вызвана переходом российской системы высшего образования на стандарты в рамках Болонского соглашения. Существующие в настоящее время научные исследования и практические разработки в неполной мере затрагивают вопросы, касающиеся применения образовательных инновационных технологий в области преподавания социально-гуманитарных наук, включая дисциплины финансово-экономического профиля. Учитывая вышесказанное, целью настоящего исследования является разработка методического подхода к оценке эффективности применения образовательных инноваций и обоснование направлений по со-

вершенствованию их использования в вузах экономического профиля при обучении студентов дисциплинам специализации. В ходе проведения исследования использовались методы сбора и обработки статистической и социологической информации, сводки и группировки полученных данных, количественной оценки эффективности применяемых технологий. Результаты исследования затрагивают методические вопросы оценки эффективности образовательных инноваций в вузах финансово-экономического профиля и практические аспекты их использования при преподавании дисциплин специализации у студентов.

**Цель:** разработка методического подхода к оценке эффективности применения образовательных инноваций и обоснование направлений по совершенствованию их использования в вузах экономического профиля.

**Метод или методология проведения работы:** сводки, группировки, социологического опроса, оценки результативности и эффективности, сравнения, анализа и синтеза полученных данных.

**Результаты:**

1) выявлены направления оценки эффективности применения различных видов образовательных инноваций при преподавании финансово-экономических дисциплин;

2) обоснованы практические рекомендации по повышению эффективности использования образовательных инноваций на выбранном объекте исследования.

**Область применения результатов:** образовательная деятельность вузов социально-экономического профиля.

**Ключевые слова:** образовательные инновации; инновационная экономика; деловые игры; кейсы; задачи; упражнения; эффективность.

The study is acute because of the ongoing reforms in higher professional education of the Russian Federation. In 2002 Russia joined Bologna Convention, which presupposes alterations in educational standards of higher education. Most

changes refer to the teaching methodology used in certain major-specific subjects. The emphasis is made on practical aspects of teaching a subject and use of innovative educational techniques. The latter depend on specifics of the educational institution including social, economic and humanities universities.

There is no clear definition of an ‘innovative teaching method’ in professional literature because of the ambiguity of the term ‘innovation’. In existing approaches ‘innovation’ presupposes the following characteristics of innovative teaching techniques:

- 1) they make use of scientific and technological achievements;
- 2) they have come into practice relatively recently;
- 3) they presuppose active forms of student involvement and techniques to assess students’ competencies and digestion of course units.

The main difference between innovative and traditional teaching techniques is that the first are aimed at developing practical skills and competencies, they reveal so-called ‘implicit’ knowledge of students, identify the most important environmental factors and foster decision-making ability in dynamic economic environment.

We suggest the following algorithm to assess the use of innovative teaching techniques: 1) detecting potential listeners of educational programmes; 2) detecting goals of the academic courses; 3) presenting a range of educational techniques; 4) detecting perception of every technique by the students; 5) making conclusions on how effective the techniques are based on expressed opinions.

We suggest conducting opinion survey among students of the course in a particular subject to assess the results of applying innovative teaching techniques. Let us look at the results of the opinion survey conducted among the fourth year students of Economics Department of Voronezh Branch of Russian Presidential Academy of National Economy and Public Administration, major ‘Finance and Credit’ as an example.

The goal of the polling was detecting the effectiveness of applying innovative teaching techniques at Economics Department of Voronezh Branch of Russian

Presidential Academy of National Economy and Public Administration and discovering whether the techniques are acute, clear and foster development of professional competencies in students. The information collected during the experiment was processed with the help of statistical methods. 40 students were surveyed, which makes 50% of the total number of students in the course. Academic performance was the main criterion applied – academic performance in the sampling reflects that of the students in the course, which ensures the data validity. In the opinion survey students had to answer 17 questions, which can be subdivided into three types:

1) questions to detect whether students are aware of innovative teaching techniques and whether the techniques are clear to students;

2) questions to find out whether the techniques are in demand and how often they are used at the university;

3) questions to assess the influence of innovative techniques on the overall academic performance, material digestion, etc.

The following conclusions were made as the result of the opinion survey:

- students of the academy are aware of innovative teaching techniques, however they note that not all the techniques are used widely or often enough in class;

- there is a direct correlation between student loyalty to innovative teaching techniques and how often they are applied in the academic process; i.e. all other things equal, the more a technique is used in class, the more loyal are the students to it;

- the majority of students do not provide feedback on innovative tasks, and there exists a correlation between the amount of student involvement in innovative activities and their popularity among students;

- the majority of students have noted positive impact of innovative teaching techniques on their individual academic performance and the absence of influence on the academic performance of the whole group;

– most students are positive about innovative teaching techniques.

In addition to these factors the opinion research allowed detecting the most productive ways of applying innovative teaching techniques at the university. Therefore, the following recommendations when teaching economic disciplines have been devised:

1) so-called ‘creative’ tasks (essay writing, reports on certain problems, etc.) are the most effective. Therefore, at seminars these kinds of tasks should be used more often;

2) innovative teaching techniques should target both deepening theoretical knowledge and developing certain skills and competencies, necessary for professional activity; thus, several innovative techniques should be applied concurrently for achieving expected result;

3) more formal criteria should be applied (proper layout, correctness of calculations, etc.) when assessing the tasks in innovative form than considering only their creative aspect;

4) to detect whether the innovative academic technique is effective it is necessary to see if it is in demand among students, clear to them and whether it can increase their performance and build competencies;

5) it is necessary to use feasible economic data in academic problems;

6) innovative teaching techniques should develop the ability to work in a team, take effective economic decisions in environmental uncertainty, interpret obtained financial data considering equivocation of parameters and their influence on economic potential of the business entity in question;

7) most tasks at seminars in the academic subject should be based on innovative teaching techniques;

8) innovative techniques should presuppose teacher consultations and explanations of the algorithm of task performance, testing the digestion of basic theoretical concepts and practical skills in the subject field;

9) to increase the effectiveness of innovative techniques students should be involved in designing creative tasks and provide feedback.

The suggested approach allows increasing the use of innovative techniques when teaching economic and social subjects.

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*SPIN-код в Science Index: 8253-3771*