

Ministry of education and science of Ukraine
V. N. Karazin Kharkiv National University

Department of economic theory and economic methods of management

APPROVED BY

Dean of the faculty of economics



Vitalii DIACHEK

08 2025

WORK PROGRAM OF THE ACADEMIC DISCIPLINE

Methodology of teaching economic disciplines

Level of higher education: Third (Educational and scientific / PhD level)

Field of knowledge: C – Social Sciences, Journalism, Information and International Relations

Specialty: C1 Economics and International Economic Relations

Educational program: Economics

Specialization: —

Course type: mandatory

Faculty: Economical

Academic year: 2025 / 2026

The program is recommended for approval by the academic council of the faculty of economics

Minutes No. 18, August 26, 2025,

PROGRAM DEVELOPER: Volodymyr SOBOLIEV, professor of department of economic theory and economic methods of management

The program was approved at the meeting of the department of economic theory and economic methods of management

Minutes No. 2 dated August 26, 2025

Head of department of economic theory and economic methods of management

 Andriy HRYTSENKO

The program is agreed with the guarantor of the educational-scientific program «Economics»

Guarantor of the educational-professional program «Economics»

 Volodymyr SOBOLIEV

The program was approved by the scientific and methodological commission of the faculty of economics

Minutes No. 1 dated August 26, 2025

Head of the scientific and methodological commission of the faculty of economics

 Daria ZAHORSKA

INTRODUCTION

The program of the academic discipline "Methodology of Teaching Economic Disciplines" is compiled in accordance with the educational and scientific program of the third (doctor of philosophy) level of higher education "Economics".

Field of knowledge: C: Social Sciences, Journalism, Information and International Relations.

Scientific specialty: C1 Economics and International Economic Relations.

1. Description of the academic discipline

1.1. The purpose of teaching the academic discipline " Methodology of Teaching Economic Disciplines" is to familiarize with the methodology of teaching economic theory, study methods of teaching economic theory in higher education institutions, methods of increasing the efficiency of teaching activities and modern teaching methods.

1.2. Main tasks of studying the discipline

The main tasks of studying the discipline "methodology of teaching economic disciplines" are:

- familiarization with the methodology of conducting classroom lessons;
- mastering the methodology of preparing and conducting lectures and seminars;
- research into methods of organizing students' independent work;
- research into methods of assessing students;
- analysis of the use of modern teaching methods

1.3. Number of credits: 3 ECTS credits.

1.4. Total number of hours: 90 hours.

1.5. Course Characteristics	
Mandatory	
Full-time study	Part-time (distance) study
Year of study	
1	-
Semester	
2	-
Lectures	
16 hours	
Practical / seminar classes	
14 hours	
Laboratory classes	
0 hours	-
Independent work	
60 hours	
Individual tasks	
0 hours	

1.6. List of competencies formed by this discipline:

GC02. Ability to search, process and analyze information from various sources.

PC02. Ability to orally and in writing present and discuss the results of scientific research and/or innovative developments in Ukrainian and English.

PC04. Ability to carry out scientific and pedagogical activities in higher education institutions.

1.7. List of learning outcomes formed by this discipline:

PLO04. Apply modern tools and technologies for searching, processing and analyzing information, in particular, statistical methods for analyzing large data sets and/or complex structures, specialized software and information systems.

PLO06. To freely present and discuss with specialists and non-specialists the results of research, theoretical and practical problems of economics in the state and foreign languages, to competently reflect the results of research in scientific publications in leading scientific publications.

PLO07. To apply innovative scientific and pedagogical technologies, to formulate the content, learning goals, methods of their achievement, forms of control, to be responsible for the effectiveness of the educational process in compliance with the norms of academic ethics and integrity.

PLO09. Formulate and test hypotheses; use appropriate evidence to substantiate conclusions, in particular, the results of theoretical analysis, empirical research and mathematical and/or computer modeling, available literary data

Prerequisites: Modern theoretical economics.

2. Thematic plan of the academic discipline.

Content module 1. Teaching methods in higher education institutions

Topic 1. Subject and method of teaching methods of economic disciplines.

Topic 2. Methodology of preparation and delivery of lectures on economic disciplines.

Topic 3. Independent work of students: its meaning and organization.

Topic 4. Methodology of preparation and conduct of practical classes on economic disciplines.

Topic 5. Features of teaching economic disciplines in secondary educational institutions.

Topic 6. Use of modern technical means and information technologies in the process of teaching economic disciplines.

Topic 7. Methodology of preparation and conduct of tests and exams on economic disciplines.

Content module 2. Methodology of increasing the efficiency of the educational process

Topic 8. General methodological recommendations for increasing the efficiency of the educational process.

Topic 9. The role of the teacher's personality in the educational process.

Topic 10. Psychological aspects of pedagogical activity.

Topic 11. Application of new forms and methods of teaching in economic education.

3. Structure of the academic discipline

"Methodology of teaching economic disciplines"

Chapter and topic names	Number of hours											
	full-time education						correspondence education					
	total	including					total	including				
		lec	p	lab	ind	i. w.		lec	p	lab.	ind.	i. w.
1	2	3	4	5	6	7	8	9	10	11	12	13
Content module 1. Teaching methods in higher education institutions												

Topic 1. Subject and method of methodology of teaching economic disciplines.	25	6	4		-	15						
Topic 2. Methodology of preparation and delivery of lectures on economic disciplines.												
Topic 3. Independent work of students: its meaning and organization.												
Topic 4. Methodology of preparation and conduct of practical classes on economic disciplines.	25	5	2			18						
Topic 5. Features of teaching economic disciplines in secondary educational institutions.												
Topic 6. Use of modern technical means in the process of teaching economic disciplines.	15	2	2			11						
Topic 7. Methodology for preparing and conducting tests and exams in economic disciplines.												
Content module 2. Methodology of increasing the efficiency of the educational process												
Topic 8. General methodological recommendations for increasing the efficiency of the educational process.	25	3	6			16						
Topic 9. The role of the teacher's personality in the educational process.												
Topic 10. Psychological aspects of pedagogical activity.												
Topic 11. Application of new forms and methods of teaching in economic education												
Total hours	90	16	14		10	60						

4. Topics of seminar (practical) classes

No.	Subject Name	Number of hours
1.	Subject and method of teaching methodology of economic disciplines.	1
2.	Methodology for preparing and delivering lectures on economic disciplines.	2
3.	Independent work of students: its meaning and organization. 1	1
4.	Methodology for preparing and conducting practical classes on economic disciplines.	1
5.	Features of teaching economic disciplines in secondary educational institutions.	1
6.	Use of modern technical means in the process of teaching economic disciplines.	1
7.	Methodology for preparing and conducting tests and exams on economic disciplines.	1
8.	General methodological recommendations for increasing the effectiveness of the educational process.	1
9.	The role of the teacher's personality in the educational process.	1
10.	Psychological aspects of pedagogical activity.	2
11.	Application of new forms and methods of teaching in economic education.	2
	Total	14

5. Tasks for independent work

№	Types, content of independent work	Number of hours
1.	Subject and method of teaching methodology of economic disciplines.	4
2.	Methodology for preparing and delivering lectures on economic disciplines.	6
3.	Independent work of students: its importance and organization.	6
4.	Methodology for preparing and conducting practical classes on economic disciplines.	6
5.	Features of teaching economic disciplines in secondary educational institutions.	4
6.	Use of modern technical means in the process of teaching economic disciplines.	6
7.	Methodology for preparing and conducting tests and exams on economic disciplines.	6
8.	General methodological recommendations for increasing the effectiveness of the educational process.	6
9.	The role of the teacher's personality in the educational process.	5
10.	Psychological aspects of pedagogical activity.	6
11.	Application of new forms and methods of teaching in economic education.	5
	Total	60

6. Individual tasks

Individual educational and research tasks for full-time students involve the formation of methodological support in the chosen discipline, which allows the development of practical didactic skills and consolidation of acquired theoretical knowledge in the discipline, principles and methods of ensuring the effectiveness of the educational process, its practice-orientedness. Applicants prepare methodological materials for conducting trial classes in a group with subsequent discussion.

7. Teaching methods

A combination of modern and traditional teaching methods is provided: verbal and visual, lecture and practical, explanatory and illustrative and problem-based, research; classroom and distance, stimulation and assessment (control), etc.

8. Methods of control

Knowledge level control is an integral part of the educational process. Assessment of students' knowledge in the discipline "Methods of Teaching Economic Disciplines" takes into account all types of classes provided for by the curriculum. Verification of knowledge and skills of applicants is carried out using current, intermediate and final control.

When studying the discipline "Methods of Teaching Economic Disciplines", the following methods of knowledge assessment are used:

- current control is carried out in practical classes during the solution of practical tasks and cases;
- intermediate control is carried out during oral answers of postgraduate students and/or the performance of test tasks twice a semester.

– final control is carried out using a test and a test form.

The results of the test are evaluated on a scale of points equivalent to a two-level scale ("passed", "not passed").

The final grade is calculated based on the sum of the points earned by the graduate student for work during the semester (taking into account independent work, current and intermediate control) and the results of the final control (test), which allows assessing the graduate student's knowledge of the entire course of the discipline.

	Current Control	Control form	Number of points
№	Subject Name		
1	Topic 1. Subject and method of methodology of teaching economic disciplines.	Performance evaluation	2
2	Topic 2. Methodology of preparation and delivery of lectures on economic disciplines.	Performance evaluation	2
3	Topic 3. Independent work of students: its meaning and organization.	Оцінка виступу	2
4	Topic 4. Methodology of preparation and conduct of practical classes on economic disciplines.	Performance evaluation	2
5	Topic 5. Features of teaching economic disciplines in secondary educational institutions.	Performance evaluation	5
6	Test 1		20
7	Topic 6. Use of modern technical means in the process of teaching economic disciplines.	Performance evaluation	2
8	Topic 7. Methodology for preparing and conducting tests and exams in economic disciplines.	Performance evaluation	1
9	Topic 8. General methodological recommendations for increasing the efficiency of the educational process.	Performance evaluation	2
10	Topic 9. The role of the teacher's personality in the educational process.	Performance evaluation	2
11	Topic 10. Psychological aspects of pedagogical activity.	Performance evaluation	1
12	Topic 11. Application of new forms and methods of teaching in economic education	Performance evaluation	2
13	Test 2		20
	Total current control		60
	Final control	Test	40
	Total		100

Assessment criteria

Current control*:

Evaluation	Assessment criteria
9-10	The speech is complete, well-founded, knowledge is demonstrated, in addition to the textbook material, the main and additional literature, an argument is

	provided in favor of the author's own position. The student answers additional questions appropriately
7-8	The topic of the speech is generally disclosed, knowledge of the textbook material and the main literature is demonstrated, but his own argument is absent, answers to additional questions are not provided
5-6	The topic of the speech is generally disclosed, but exclusively on the materials of the educational literature, without demonstrating the study of the main and additional sources of scientific sources
0-4	The student is not ready; or missed the lesson without a good reason; or missed the lesson for a good reason, but did not work it out; or did not reveal the question; or revealed it fragmentarily and unsystematically, without confirming knowledge of the provisions of the educational literature and did not demonstrate familiarity with the sources that he was supposed to work on in preparation.

**Note.* After determining the current control score, the score is recalculated for inclusion in the overall 100-point score with a coefficient of 0.2 (topics 7,10) or 0.1 (other topics).

Individual task assessment scale

Number of points	Assessment criteria
10	The higher education applicant correctly chooses the method of completing the task, possesses versatile skills, abilities and techniques for solving tasks. The task is completed without errors. The report contains detailed author's comments.
9	The higher education applicant correctly applies theoretical knowledge and provisions when completing the task, possesses the necessary skills and abilities to work with sources. Completed the task with some minor errors. The text contains concise author's comments.
8	The higher education applicant correctly applies theoretical knowledge and provisions when completing the task, possesses the necessary skills and abilities to work with sources. Completed the task with some minor errors. The text does not contain author's comments.
7	The higher education applicant did not disclose some key aspects of the task when completing the task. Does not have sufficient skills and abilities to work with literary sources, research methods. The work does not contain author's comments.
6	The higher education applicant made mistakes in completing individual parts of the work. The task does not contain author's generalizations.
5	The higher education applicant made a significant number of mistakes when completing the task. The topic is superficially covered.
0-4	0-4 The higher education applicant is unable to apply knowledge when completing the task, does not possess the research methods necessary for completing the task. Did not solve the task at all or made critical errors.

9. Assessment scale

Total points for all types of educational activities during the semester	Assessment for a two-level assessment scale
50-100	counted

1-49	not counted
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10.Recommended literature

Basic literature

- 1.Hall Joshua, Lawson Kerianne. Teaching Economics: Perspectives on Innovative Economics Education (2019, Springer).182 p.
- 2.Huettel Scott. Behavioral Economics: When Psychology and Economics Collide. Palgrave Pivot ,2014. 188 p.
- 3.Modernizing Academic Teaching and Research in Business and Economics. International Conference MATRE 2016, Beirut, Lebanon. 192 p.
- 4.Ozanne Adam. Power and Neoclassical Economics: A Return to Political Economy in the Teaching of Economics. Palgrave Pivot, 2016. 110 p.
- 5.-Crash Economics. Plurality and Heterodox Ideas in Teaching and Research. Editors Omar Feraboli and Carlo J. Morelli. Palgrave Pivot, 2018. 268 p.
- 6.Sarnikar Supriya. What Can Behavioral Economics Teach Us about Teaching Economics? Palgrave Macmillan, 2015.127 p.
- 7.Teaching and Research Methods for Islamic Economics and Finance. Mohd Ma'Sum Billah -editor. Routledge, 2022. 411 p.
- 8,=.Teaching economics in Troubled Times. Theory and Practice for secondary social studies Edited by Mark C. Schug and William C. Wood. Routledge 2011. 233 p.. Routledge 2011. 233 p.
- 9.Teaching Economics Online. Edited by Abdullah Al-Bahrani, Parama Chaudhury, Brandon J. Sheridan. Edward Elgar Publishing, 2024. 262 p.

Additional literature

- 1.Abuselidze, G., Beridze, L., 2019. Financing models of vocational education and its impact on the economy: Problems and perspectives. SHS Web of Conferences 66, 01001. <https://doi.org/10.1051/shsconf/20196601001>
- 2.Abuselidze, G., Davitadze, L., 2020. Analysis of the necessity and efficiency of the HEI diploma holder professional retraining needs in Adjara Autonomous Republic. E3S Web of Conferences 224, 03015. <https://doi.org/10.1051/e3sconf/202022403015>
- 3.Abuselidze, G., Mamaladze, L., 2021. The Impact of Artificial Intelligence on Employment before and during Pandemic: A Comparative Analysis. Journal of Physics: Conference Series 1840, 012040. <https://doi.org/10.1088/1742-6596/1840/1/012040>
- 4.Dimitrov, I., Davydenko, N., Lotko, A., Dimitrova, A., 2019. Comparative Study of Main Determinants of Entrepreneurship Intentions of Business Students. International Conference on Creative Business for Smart and Sustainable Growth (CREBUS) 1-4. <https://doi.org/10.1109/CREBUS.2019.8840050>
- 5.Erfort, O., Erfort, I., Zbarazskaya, L., 2016. Financing higher education in Ukraine: The binary model versus the diversification model. International Journal of Educational Development 49, 330-335. <https://doi.org/10.1016/j.ijedudev.2016.03.009>
- 6.Iatsyshyn, A.V., Kovach, V.O., Romanenko, Y.O., 2019. Cloud services application ways for preparation of future PhD. CEUR Workshop Proceedings 2433, 197-216. <http://ceur-ws.org/Vol-2433/paper12.pdf>
- 7.Iatsyshyn, A. V., Burov, O. Y., Lytvynova, S. H., Kovach, V. O., Romanenko, Y. O., Deinega, I. I., Artemchuk, V. O., 2020. Application of augmented reality technologies for preparation of specialists of new technological era. In CEUR Workshop Proceedings 2547, 181-200. <http://ceur-ws.org/Vol-2547/paper14.pdf>

11. Links to information resources on the Internet, video lectures, other methodological support

1. State Statistics Service of Ukraine. URL: <http://www.ukrstat.gov.ua>
2. Institute of Economics and Forecasting of the National Academy of Sciences of Ukraine. URL: <http://www.ief.org.ua>
3. International Center for Policy Studies. URL: <http://www.icps.kiev.ua>
4. National Library of Ukraine named after V.I. Vernadsky. URL: <http://www.nbuv.gov.ua>
5. Official website of the Ministry of Education and Science of Ukraine. URL: <https://mon.gov.ua/ua>
6. Eurostat. European statistics. URL: <http://ec.europa.eu/eurostat>
7. Global Education Monitoring Report. Unesco. URL: <https://en.unesco.org/gem-report/allreports>
8. Human Development Reports. United Nations Development Programme. URL: <http://hdr.undp.org/en>