
The Integration of Financial and Economic Disciplines in the Educational Process of Vocational Education

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Abstract:

The article deals with the integration of interdisciplinary issues of financial and economic disciplines in the educational process of Vocational Education. The basic contradictions that can be solved by an integrative structure are distinguished. The ways of the further integration within the educational process on the example of Nizhny Novgorod Automotive College are stated.

Key Words: *integration, financial and economic literacy, educational process, VE (vocational education) institutions.*

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Introduction

One of the major vectors of solving pedagogic problems with regard to enhancing financial and economic literacy of VE students is the choice of teaching methods and techniques as well as educational technologies, which in the long view provide graduates' comprehensive functional training and professional competence. Participation of all teachers, opportunities of all disciplines, their logical interrelation, interpenetration, mutual influence by content, forms and methods of teaching to-be specialists are necessary to build up and develop the intellectual potential of students [5].

A detail analysis of the effective ways of educational process quality improvement in a vocational education institution among state-of-the-art technologies allowed bringing integration, which is designed to form educatees' multifunctional knowledge known for mobility and flexibility, to the forefront. By means of knowledge of the said properties the middle-level specialist will be able to solve ever-occurring and ever-changing new professional tasks at a fairly high level. In this case the basis of knowledge becomes more expansive and allows considering the reached financial and economic level of the VE graduate at the level of the high-level specialist.

The Bondar's experience on the basis of Armavir Legal College is known in the field of the integration of social disciplines and humanities. It allowed authors to conclude that an integration process in teaching is one of the main factors of qualitative development of teaching and educational process [2] when training to-be specialists.

Let's consider the notion of integration in the context of vocational education. In this case integration is understood as a process and result of the unification, interrelation, and mutual influence of various components of education content in a unified didactic system corresponding to the integral essence of the student's personality. The general development trend of the modern economic education in the area under study and authors' personal experience helped to distinguish the notion of "financial and economic literacy" as a core factor of the financial and economic knowledge integration. This notion unifies different content of economic disciplines, forms students' personal qualities, exercises a developmental function, and forms their general literacy in the professional field [1].

Studying the gained experience of teaching financial and economic disciplines of Nizhny Novgorod Automotive College allows the authors to conclude that integrative teaching economic disciplines has a specific place in the area of vocational education.

The Rationale

Recently in the course of the realization of vocational education standards in teaching and educational process when teaching financial and economic disciplines specific changes have taken place. These changes are caused by the revision of

education content, the rethinking of many economic events and phenomena that need to be reflected in training theory and practice, new technologies in the educational process [4]. As a result, integrative technologies and task-oriented teaching widely used in the majority of educational institutions have earned approval and active introduction. The integration of academic subjects will ultimately lead to the more concerned, personally significant, and conscious perception of knowledge what will enhance the student's motivation, allow using study time by a teacher in a more efficient and quality manner at the expense of excluding the doubling and repeating of information units unavoidable when studying potentially integratable material without including the previously learned in the system.

The systematic and organic backing of notions and skills on a new subject material can lead to the formation of students' abilities and wish to use previous knowledge, to the increase of their quality in the future.

The introduction of integrative technologies helps to sort out the following differences arising in the course of education and common to the process of carrying-out a curriculum in vocational education institutions:

- the inconsistency between the inner content of courses reflected in modern literature and the disciplines working curricula content and demands, which the society makes on the professional qualification of the specialists of a certain field. It is commonly known that education is learning a certain amount of knowledge, and within individual qualifications their scope is so large that using current training methods it's almost impossible to learn it within the period limited for the educational process;
- the compatibility of necessary vocational training in relation to the recently proposed issue of education humanization. The increase of the list of social disciplines and humanities in a curriculum is certainly provided to the prejudice of major disciplines, since the amount of necessary hours is provided at the expense of the decrease of learning time of the major area of focus;
- the obvious discrepancy between the real state of education theory and practice and the ever changing financial and economic condition of the modern world [2].

The professional focus of financial and economic disciplines of vocational education consists not so much in teaching professional knowledge as in shaping quality professional skills a specialist of the 21th century needs. The practical relevance of this approach, namely, the process of its realization, is great and being reflected in the educative process in many vocational educational institutions of Nizhny Novgorod.

The realization of the integrative approach to financial and economic disciplines in the practice of Nizhny Novgorod Automotive College is provided by means of determining the integral educational space common to them, designing calendar-subject planning that establishes the correspondence of integratable academic disciplines content in real study time, distinguishing original cross-cutting notions,

specific sections and subjects, compiling a complex of educational and cognitive tasks of integrative nature. The further integration of financial and economic disciplines in Nizhny Novgorod Automotive College involves holding integrated lessons on the disciplines of different divisions. Particularly, the College-based integration is possible in regard to such qualification as 38.02.01 Economics and accounting (by branches) encompassing the following disciplines of professional academic division: Organization economy, Finances, Currency of money and Credit, Taxes and taxation, Accounting basics, Audit.

The principle of building-up the educational process involving lessons where a general issue is considered from the perspective of different sciences and with several teachers has a greater scientific, cognitive and practical result, thus not only widening opportunities of a standard lesson within the educational process but raising the greater interest to the educational process on the part of students.

Conclusion

The integrative study of financial and economic disciplines in a vocational education institution can be considered successful, if it's realized in the form of a unified modeled complex including three stages:

- creating a review course with problem definition and solution scheme;
- specification of these problems in focused financial and economic disciplines, practical trainings when adopting the qualification curriculum [3];
- the following synthesis of economic knowledge in a resumptive course.

Thus, the integration of financial and economic disciplines contributes to the formation and development of a new integrative method of cognitive activity, holistic understanding of organization economy and finances, accounting and audit, new rules of social and economic and financial and economic behaviour of students.

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