

APPLICATION OF CO-EDUCATIONAL METHODS IN TEACHING THE TOPIC "METHODS OF REGULATING FOREIGN TRADE"

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Key words: The effectiveness of the educational process, creative thinking, student, practical work, skill, assessment, cooperation skills

Introduction. The paper presents the experience of effective implementation of cooperative educational work in small groups using the methods of "Ishikawa diagram", "Venn diagram", "T-shaped table", "popcorn". Co-education provides an opportunity to achieve various educational goals, such as understanding academic concepts, principles and events, developing interpersonal communication skills, etc. The best example of modern educational practice is working in small groups [Hovhannisyan et al., 2006, 56-57]. At different stages of the lesson, different methods of cooperative learning are used. At this time, students integrate into the process in which they share their ideas, exchange information and make decisions.

Methodology. The theoretical and methodological basis of the research was classical works on international economics and the application of teaching methods, in particular, domestic and international literature on the problems of co-education. In the course of training, the information basis of the study was the analysis of the effectiveness of various methods: Venn diagrams, Ishikawa diagrams, T-shaped tables, Popcorn method. Applied methods of system, comparative, graphical analysis are also used.

Literature review. The analysis of the effectiveness of the use of various methods played a key role in the learning process, so many scientists and theorists constantly studied them: There are many definitions and formulations circulating about cooperative learning and teaching, both scientific and methodological. Within the framework of this study, the method of teamwork developed by Slavin is characteristic, in the sense that such an assessment system is used in which the student is interested not only in his own learning, but also in learning all members of the group. What is important here is that students' progress is evaluated: Regardless of the choice of method, the types of co-learning groups, principles of formation, sizes, distribution of roles between members, task structure, verification, and correction of group work, feedback and summary are highlighted for maximum participation. In the context of this study, it is especially important to plan and apply interactive tasks as an element of collaborative learning in the sense that they should promote students' cooperation, active participation in the learning process, ensuring an increase in the level of perception and thinking skills of material being studied, as well as achieving progress in learning [Hovhannisyan et al., 2006].

Scientific novelty. As an element of scientific novelty, it can be highlighted that co-educational lesson with the use of the following methods of joint learning within the framework of the topic "Ways of regulating foreign trade" was not conducted by anyone, and which has given its positive results in teaching various subjects in other courses:

Analysis. The world is changing with great speed and unpredictably. In all such changes, the education system cannot stand aside either. Such changes require from each of us the skills and abilities to act flexibly.

The article attempts to touch upon the effective application of methods of cooperation and techniques.

The use of methods of cooperation should be aimed at developing both the mental abilities and skills of students. The effectiveness of the educational process largely depends on the active participation of students in the educational process, for which it is necessary that the lecturer in the process of teaching provides the necessary conditions that would encourage students to study. Therefore, we have set ourselves the task of teaching the subject "International business" through cooperative learning to form students' abilities and skills that related modern educational requirements. [Oganesyanyan et al., 2006, 15-16]. The lecturer can not use all the teaching methods and techniques in one lesson. She must choose a method of teaching according to the format of the lesson. The teaching method is based on the tasks that will be solved during the lesson or at a certain stage of the lesson. The choice of methods also depends on the type of lesson, the content of the educational material, time, available resources, the number of students, their abilities and knowledge base, etc. [Arnaudyan et al., 2004, 34-37].

In the classroom there are accessories for group work, communication, video capture, electronic whiteboard, etc. The use of information and communication technologies in practical classes improves the quality of education. Therefore, we will give the methods on the example of a specific lesson:

Course-Management 2

Topic-International business

The number of students in the class is 12

Topic - "Ways of regulating foreign trade on the example of large and small countries"

Lesson plan in sequential steps:

- Ask students to form a group. In this case, 4 working groups are formed in the audience.

- Groups are divided into all materials to be studied.

Groups should first study the assigned section, discuss, exchange ideas:

- Groups will be evaluated according to their presentation form (explanation, diagram, etc.).

- Time required to complete the work.
- Group work will be presented to each student in each group according to the teacher's preferences (this allows all students in the group to be ready).
- The level of assimilation of the material by students will be checked by the tasks compiled by the teacher throughout the lesson. [Robert et al., 1997, 187-190]:

The purpose and objectives of the lesson

The purpose:

The purpose of the course is to equip students with modern methods of organizing and implementing the educational process, forming the possibility of choosing and consistently using the tools:

The objectives:

- to communicate knowledge about the modernization of the educational process,
- to form the ability to build mutually beneficial relationships,
- to form the ability to develop independent creative thinking,
- to form the ability to provide feedback during training,
- contribute to the formation of skills for organizing joint training.

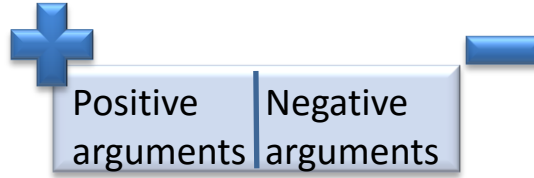
It is advisable to use one of the popular methods of brainstorming training, called the "fishbone diagram" or "Ishikawa diagram" method, at the initial stage of the lesson promotion. [Ishikawa diagram, 1-7]. This method involves creating a visual diagram of a fish skeleton with a problem in the fish's head and possible causes leaving the spine. This method can help to identify the deep causes of the problem and offer ideas for solving them. When it comes to tariff and non-tariff settings, the brainstorming method can be especially useful for generating ideas and suggesting possible solutions.

Pre-formed groups recall their knowledge of the topic being presented, after which one member of the group answers the questions posed on the screen:

- Formulate the principles of classification of customs duties existing in international practice [Torosyan, 2009, 30-34].
 - Formulate customs duties by settlement, by method and by type of rates [Torosyan, 2009, 34-37].
 - Formulate ways of non-tariff regulation [Torosyan T., 2009, 38-47]:
- Tasks are presented on the computer screen. Students must submit:
- Negative arguments concerning the application of customs duties.
 - Positive arguments in favor of the application of customs duties [Torosyan T., 2009, 30-33].

The "T-shaped table" is used to compare two aspects of the problem. This is the simplest of the drawing classifiers, both in organizational form and structure. The use of this method is very convenient for recording feedback about the pros and cons in discussions [Kari-Pekka Heikkinen, 2018, 19-21].

Table 1. T-shaped table

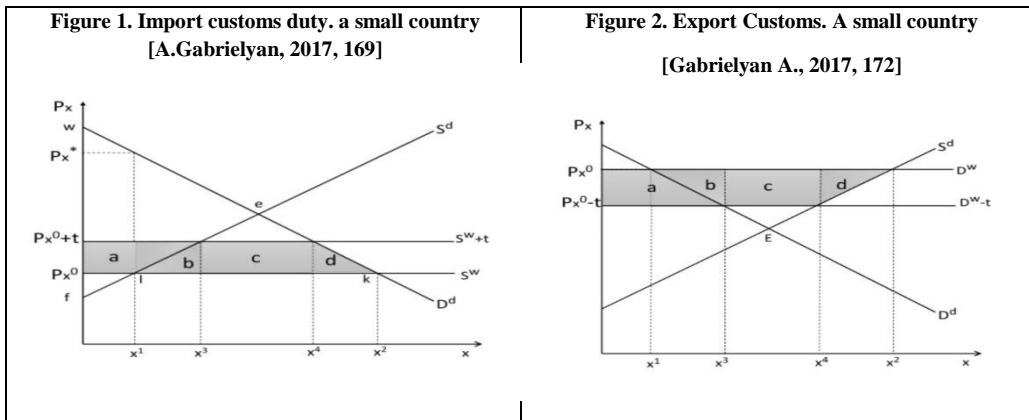


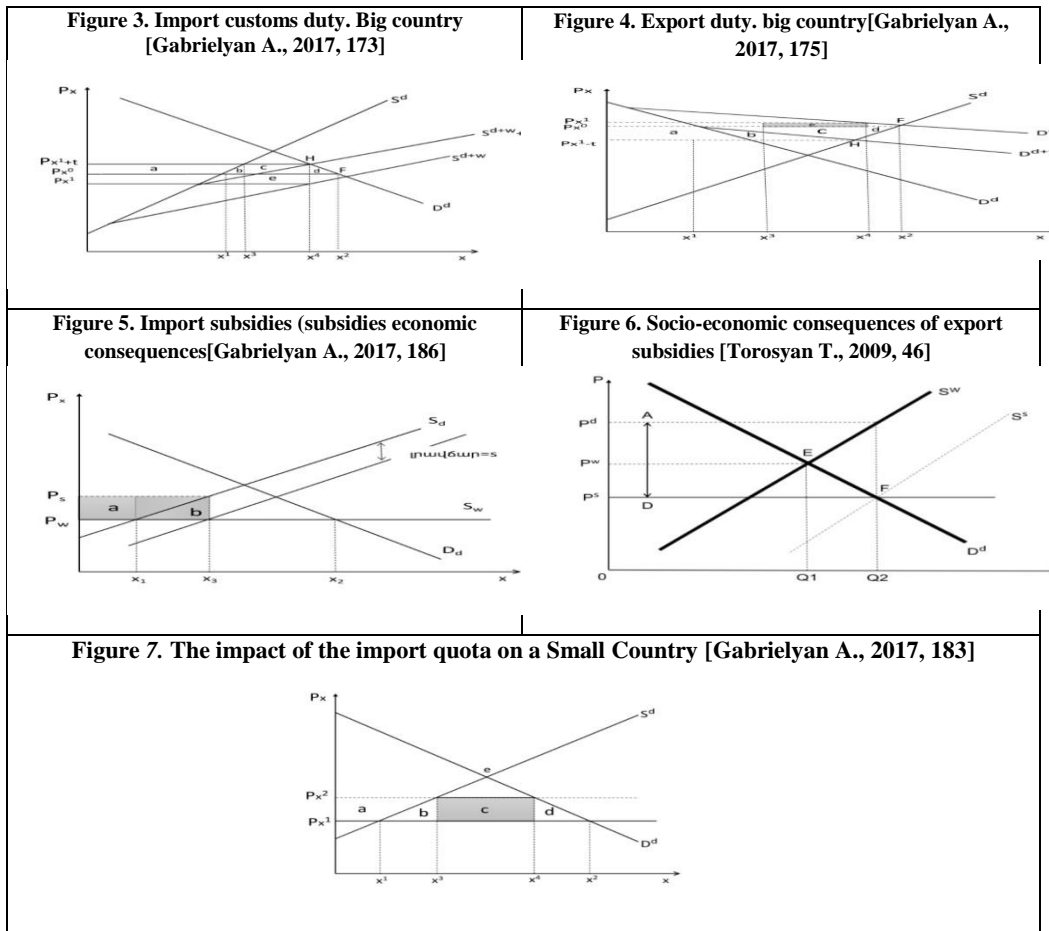
To activate the course of the lesson, students are assigned practical work. You must quickly draw on the board the tasks shown on the screen:

- Graph of the impact of import duties on small countries (Figure 1).
- Graph of the impact of export duties on small countries (Figure 2).
- Graph of the impact of import duties on large countries (Figure 3).
- Graph of the impact of export duties on large countries (Figure 4).
- Graph of socio-economic consequences of import subsidies (Figure 5).
- Graph of socio-economic consequences of export subsidies (Figure 6).
- Graph of quantitative restriction impact - quotas - in a small country (Figure 7).

Here, the "Pop-Korn" training method is used, which involves concentration of attention and rapid orientation. On the other hand [Dishagajyan, 2008, 81-82] this method is used to coordinate students' thoughts on a question, a problem and to warm up the discussion of these thoughts. The method is effective when short, concise formulations and plotting are required. It assumes speed and rapid orientation, concentration of attention and consistent and coordinated actions of participants.

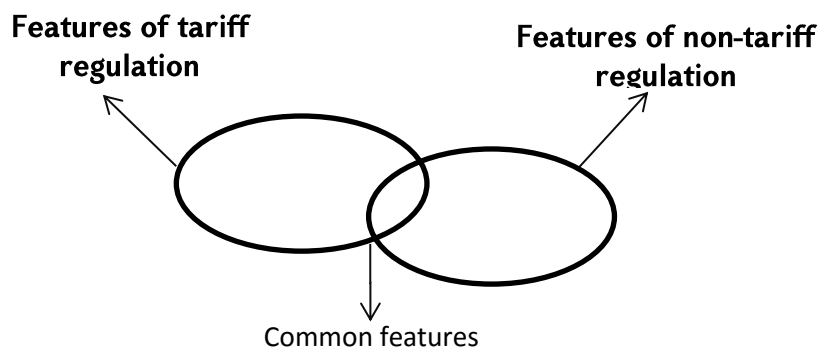
The work is checked by the correct graphical schemes displayed on the screen.





When generalizing and generalizing the lesson, the Venn diagram is used [Dallakyan, 2008, 12]. This method is used to show the features and commonality of individual methods of tariff and non-tariff regulation of foreign trade.

Figure 8. Venn Diagram



The work is checked by correct answers displayed on the screen, as a result of which students are evaluated.

Answers

The features of tariff regulation are:

- Tariffs are taxes levied on imported and exported goods, which are often used by governments as a means of protecting domestic production from external competition.
- Tariffs can be specific, which means that they are based on the amount set per unit of imported goods, or ad valorem, which means that they represent a percentage of the value of the imported goods.
- Tariffs can be used by governments to generate revenue, but they can also increase the cost of imported goods to consumers.

Tariffs can be used as a negotiating tool in international trade negotiations, as they can be imposed or threaten investments to put pressure on other countries to make concessions.

Features of non-tariff regulation:

- Non-tariff regulation is any policy or regulation that restricts trade without using tariffs as controls.
- Non-tariff regulation can take various forms, including quotas, embargoes, subsidies, and technical barriers to trade, such as provisions on product standards, testing and certification requirements, and labeling requirements..
- Non-tariff regulation is often used to protect domestic industry and to comply with certain safety or environmental standards for imported goods
- Non-tariff regulation can create barriers to entry for foreign enterprises, limiting competition and potentially leading to an increase in consumer prices.

Common features of tariff and non-tariff regulation:

- Both tariff and non-tariff regulation are policies used by governments to regulate international trade and protect domestic industry.
- Both types of regulation can affect the price and availability of imported goods in the country, which leads to changes in consumer behavior and the competitiveness of domestic industry.
- Both types of settlement can lead to trade disputes and tensions between countries, especially when they are used as a tool of political or economic influence.

Both types of rules can be developed to achieve various policy goals, including protecting national security interests, promoting environmental or labor standards, and supporting domestic industry.

At the end of the lesson, for the next lesson, a presentation was given on the topic "The experience of various countries in regulating foreign trade":

Conclusion. As a result of the effective organization and evaluation of the practical final lesson on the topic "ways of regulating foreign trade", we can achieve a positive achievement in deepening students' knowledge. Co-education as an alternative pedagogical approach has been widely recognized. In co-education, it is important not only to acquire academic knowledge and skills, but it is also important to become qualified employees and active knowledge practitioners through group development. The size of groups is very important in co-education: Groups of 4-5 people are considered the most effective. In such groups, students have the opportunity to be more active [Hovhannisyan et al., 2006, 23-25].

Understanding these mechanisms can be crucial for every student interested in the learning process and will be useful for their professional growth. In the 2nd year of the specialty "Service", the method was applied to the study of the topic "The essence and forms of motivation" in the discipline "Service management", and the qualitative progress was 70%. In the 3rd year of the specialty actuarial and financial mathematics, the qualitative progress in the study of the topic "Competitive market and its varieties" in the subject "Microeconomics" amounted to 71%. We can state that the effectiveness of this method is high and it is effective for senior courses.

The method is effective in analyzing and studying the features of regulatory mechanisms. The application of the methods in the 2nd and 3rd courses allowed us to conclude that they are effective in teaching the subjects "International Business", "Service management" and "Microeconomics".

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Key words: The effectiveness of the educational process, creative thinking, student, practical work, skill, assessment, cooperation skills.

Co-education is the highest degree of group work, which involves the formation of a certain new culture of group work. Co-education has become widespread in the world. It is increasingly being used as a new approach and strategy for work, teaching and learning. In Armenia, as in the whole world, it is obvious that people need to work in groups. Rapid changes require from a person the skills to adapt to new situations, flexible actions. Co-education is the highest degree of group work, which involves the formation of a certain new culture of group work. The organization of practical classes on the mechanisms of tariff and non-tariff regulation requires careful planning and implementation. The first step is to determine the learning goal, which should be specific and measurable. The choice of teaching method also depends on the level of students' abilities and available resources. The participation of students in the educational process is important to ensure their learning. Assessment of learning outcomes in the classroom is important and includes practical tasks that measure students' understanding of the basic concepts and principles discussed in the classroom.