

**INTRODUCTION OF PRODUCTIVE METHODS AND
TECHNOLOGIES INTO THE EDUCATIONAL PROCESS
AS A FACTOR OF QUALITY ASSURANCE OF
PROFESSIONAL TRAINING OF FUTURE BACHELORS
IN BUSINESS ECONOMICS IN THE HIGER EDUCATION
INSTITUTIONS OF CHINA**

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The key technologies used in China's higher education institutions when teaching economists are problem-based learning (PmBL) and project-based learning (PtBL), which will enable future Bachelors in Business Economics to master the practical aspects of their profession in the future [1]. Problem-based learning (PmBL) is a student-centered approach in which they investigate a subject by working in groups to solve an open problem. [2]. This problem drives motivation and learning. This method is typical for the Western education system, but China also agrees that the classical academic scheme “lecture-seminar-exam” has lost its relevance in teaching Economics majors and has certain shortcomings due to the lack of competitiveness of future economists in the labor market [3]. Instead of teaching the material and then asking students to apply knowledge to solve problems, the problem is given to students in the very beginning before the theory is explained. PmBL is often group-oriented, so it is useful for the teacher to spare some time in class to prepare students for group work and give them the chance to participate in their own PBL project.

Here project-based learning (PtBL) is worth mentioning. It is a teaching methodology that encourages students to learn by applying knowledge and skills through interesting experience of project activities. PtBL also provides opportunities for deeper learning in context and for the development of important skills related to future careers in economics. [4]. The purpose of both technologies is to perform a specific practice-oriented task. In PmBL, methods for problem-solving are determined by the students themselves, but the teacher provides the problem and gives students the opportunity to solve it in groups using any means, but in PtBL students have a clearer formulation of the problem as well as methods and strategies which they have to use for its implementation. The role of the teacher during the application of these two methods is different: in PmBL the teacher is an assistant for their students while they are performing the task, however in PtBL the teacher is a mentor and facilitator of their progress, but these features can be very different and interpreted differently when used in teaching various disciplines.

In China the successful combination of these two interrelated approaches gives students a chance to understand information well instead of passively perceiving it, think non-trivially, work independently while performing practical tasks instead of listening to the lecture, manage their time (time management skills), work in a team, successfully interact with others, which is very important for their future economic careers.

This gives us the opportunity to say that *the introduction of productive methods and technologies into the educational process* is an important factor influencing the quality of professional training of Bachelors in Business Economics in higher education institutions of China.

References

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