

ANALYSIS OF THE INNOVATION APPROACH OF ECONOMIC EDUCATION WITH CONSIDERATION OF COMPETITIVE MARKET REQUIREMENTS

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- The Innovation Approach of Economic Education with consideration of Competitive Market Requirements that initiates the formation of the professionals in economic education and summarises skills and knowledge of economic education on the BA+ MA levels.
- We seek to draw attention to the student as consumer in the model of Modern Economic Higher Education (MEHE).

- Globalization refers to become more and more integrated via movements of goods, capital, labor and ideas, education and research. The current situation is a systematically developing process in time and should be considered and understood as at the confluence of several sciences of disciplines each contributing in full concept with **correspondence** of theories, tools and new technologies that demand the changes of educational reforms and provide successful modification them.

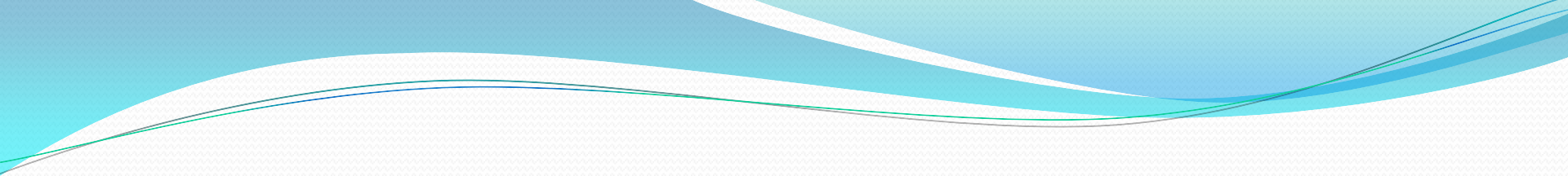
- Economic education is the basis of any social, economic, business activities. Today, educational systems are in process of changes and depends on the developing ICT which transforms educational system. In this case, T-L-R with its practical usage is very important that might be used for "**Innovation of Decision Making Technology for T-L-R + practice formation**" that is a real result of education. Studies have shown: direct causal relationship between student's motivation, student's engagement in study process and student achievement with consideration T-L-R-P

- Basic educational problems such as a trend of economic education policy to labor market, practice and research has not adequately been addressed. The understanding of educational policy have to perceive synonymously with social welfare policy. For many educational policy makers and practioners, the conception of educational policy excludes economic development and economics, student's employability for competitive market and in this case, unforeseen problems.

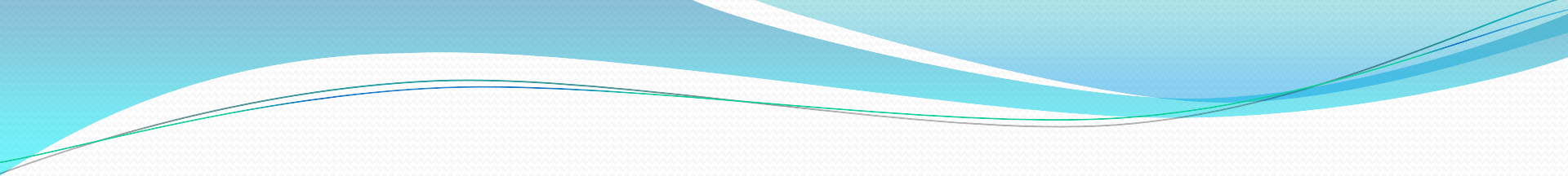


We attempt to answer the questions:

- What are the aspects of economic education with knowledge creation;
- Is the Modern Higher Economic Education towards a need knowledge creation;
- Is the student motivated for study of economic analysis with knowledge creation and how it will be done;
- What Are the aspects of activities of teacher and student as the main players; How can we assess economic education results.

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- The determinants of teaching-learning-research and mathematical methods are analyzing the structural changes of students' assessment process. A question is how it is possible to develop good progression and integration of knowledge and competencies between general educational science and subject knowledge on one hand and good progression and integration of knowledge and competencies between teacher education and practice on the other

- In the alignment in an educational context have to be good regarding syllabuses, curricula and teaching, to be an effective instrument for development of learning and research focuses on knowledge creation. This means, that the different documents, steering education, need to be aligned in a meaningful way so that the most general document will show general learning outcomes guiding formulation of more concrete syllabus and learning outcomes.
- A „**Creative Course of Economic Education**“ should as well be a fruit of curricula and syllabuses, but also of teachers' experience and students' influence.



The result knowledge of the learning outcome is the most powerful for the teachers to plan and direct the course and for the students to learn. There are three critical aspects lifted forward in the syllabuses in economic educational science:

teaching,

professional leadership,

Learning

Research

Practice

are fundamental aspects in a broad way in politics of economic education and any changes in society.

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