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MATHEMATICAL MODELING DURING THE TEACHING OF DISCIPLINES OF ECONOMIC CYCLE IN PEDAGOGICAL UNIVERSITY

The modelling is an important means of solving many economic problems. For economics is especial importance has mathematical modeling. According to educational and professional program training of bachelor according to specialties of the direction 0501 "Economics and entrepreneurship" to the list of normative disciplines of the cycle of natural-scientific and general economical training of future specialists include "Economic modeling", to recommended selective – "Economic-mathematical models in managing and economics. The educational subjects are to form at students the system of knowledge in methodology and tools of construction and use different types of economical and mathematical models. Therefore there is a necessity in disclosing of the nature of mathematical modeling during teaching of subjects of economical cycle in pedagogical university.

In pedagogical science were studied theoretical and methodological foundations of economical education in general educational and professional establishments (V. Bobrov, A. Padalka, I. Prokopenko); problems of forming of motivation of students of higher economical education (I. Zaitsev); methodology of teaching mathematics in economical faculties of higher educational establishments (G. Shepherd); principles of content selection of mathematical disciplines (B. Gnedenko, L. Kudryavtsev, D. Poya, A. Postnikov, A. Tikhonov); scientific and methodological foundations of mathematics education of students of economical specialties at higher educational institutions (L. Nichugovskaya); application of mathematical modeling and main methodical positions of teaching with the using of mathematics in education (B. Varfolomyeyev, Y. Kulyutkin, W. Sytnyk, G. Fomin, S. Yakovlev, S. Velokodny, G. Woznak, M. Ignatenko).

The purpose of this article is to determine the characteristics of mathematical modeling in teaching of subjects of the economical cycle in the pedagogical university.

During study of economical disciplines before students there is a necessity of building economical and mathematical models on the basis of real economic and statistical material. The purpose of this article is to take by them the experience of establishing connections between specific economic concepts, phenomena and abstract mathematical formulas, using formal mathematical language patterns to study quantitative aspects of economical phenomena, the development of logical thinking at the analysis of getting models. During study of disciplines of economic cycle, students must acquire skills of analysis of the economic situation or process, be able to solve the problems of controlled and uncontrolled factors of phenomenon, to learn to identify significant and insignificant economical connections, to determine the purpose of the research and find ways of solving the liabilities.

During teaching disciplines of the economical cycle in pedagogical universities instructor should provide students with basics information about

mathematical methods and models for study of economical objects and to show how with the help of them, without economical experiments, to evaluate different variants of economical politics, to see in the general features some changes in the market or consequences of decisions, and also to teach to use the methodology and tools of economic-mathematical modeling during practical classes.