

EDUCATION APPROACHES TO THE STUDY OF FINANCIAL AND ECONOMIC DISCIPLINES

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Teaching financial and economic disciplines, as exemplified by students' study of the "Food Security" course, requires a shift away from purely theoretical models. Food security is a complex category that combines macroeconomic stability, financial markets, agricultural policy, and social aspects. Therefore, traditional lecture-seminar methods are ineffective without the use of interdisciplinary, practice-oriented, and digital approaches.

One of the characteristic features of the innovation strategy should be ensuring close integration of production, science and education [4].

Most universities are actively implementing elements of distance and online education, moving to electronic document management and digitalization of educational processes [1].

Typically, education is one of the last industries to make extensive change, holding on to antiquated methods and practices. But through the digital transformation and the rise of educational technology, teachers have begun making drastic changes to their instruction, assessments, even the physical make-up of their classrooms, and at a much faster rate than expected [3].

The study of food security is impossible without integrating financial analysis (budgeting, subsidies, and lending to the agricultural sector), economic theory (demand, supply, and elasticity), and agronomic knowledge (yields and storage). In practice, this is implemented through case studies: students in the economics department analyze the impact of changes in the NBU's discount rate on the availability of credit for small farmers, which, in turn, affects the physical availability of food. This approach fosters holistic thinking, where financial instruments are not an end in themselves but a means to achieve a socially significant goal.

The food security course is ideally suited for Problem-Based Learning (PBL). Instead of a lecture on inflation, students are presented with a problem: "The southern region of the country has been hit by a drought, global grain prices have risen by 20%, and the national budget is in deficit. How can we ensure bread remains affordable for the poorest segments of the population without causing an imbalance in public finances?" In the process of solving this problem, students apply methods of budget planning and financial monitoring (targeted subsidies) and analyze the risks of speculation in futures markets. The result is not an abstract answer, but a concrete roadmap with financial calculations.

Studying the financial aspects of food security is ineffective without the use of simulation modeling and financial trading games, and without an understanding of

hedging, insurance, and futures contracts. It is recommended to use agricultural market simulators (such as AgMarket.Net in training mode) or simplified Excel models. Students take on the roles of trader, finance minister, head of the food reserve, and agricultural holding owner. They make decisions regarding purchases, the provision of subsidies, and the setting of price caps. This allows them to see how financial speculation destabilizes food markets, while properly calibrated government regulation stabilizes them.

Lecturer of finance courses should guide students in working with open-access databases and applying the case study method using real-world data from international organizations (FAO, WFP, World Bank). Typical case study: “Using FAOSTAT data and World Bank reports on government spending on agriculture, evaluate the effectiveness of the ‘price intervention’ program in Ukraine (or another country) over the past five years.” Students analyze large datasets and apply regression analysis to identify correlations between the volume of subsidies and the level of malnutrition among the population or children. This approach develops data-driven decision-making competencies in a financial context.

In the final stage, it is advisable to apply a project-based learning approach to the financial component. This could result in a group project titled: “Development of a Financial Mechanism to Ensure Food Security in a Post-Conflict Area.” The project should include: calculating the need for humanitarian food baskets; a budget justification of funding sources: local budget, international aid, tax incentives for agricultural producers; a financial model for distribution logistics; and a plan for monitoring expenditures to prevent corruption. A public defense of the project before a commission of business representatives and local government officials simulates the actual work of a financial analyst in government agencies.

Classes should utilize digital tools for financial analysis in environments commonly used in professional practice: Power BI for visualizing price and inventory trends; Python (pandas, matplotlib) for processing data on crop yields and price indices; and specialized accounting software for budgeting agricultural enterprises. Students should be able to work with economic data APIs (e.g., the World Bank API) to automatically retrieve the latest food inflation figures and build forecasts.

Traditional tests are ineffective. Formative assessment based on economic reasoning should be used. The focus should be on evaluating the student’s ability to defend their own financial decisions. For example, a midterm assessment could involve writing an analytical memo for a government ministry: “Explain why it is advisable to introduce food vouchers instead of direct subsidies to producers. Conduct a comparative financial analysis of both approaches, taking into account administrative costs and the multiplier effect.” Here, it is not memory that is assessed, but the ability to engage in financial reasoning and critical thinking.

Today, current trends are making headlines in education because of the ways in which they are impacting student learning:

1. Augmented Reality / Virtual Reality / Mixed Reality.
2. Classroom Set of Devices.

3. Redesigned Learning Spaces.
4. Artificial Intelligence.
5. Personalized Learning.
6. Gamification [2].

Thus, we can offer some practical recommendations.

Integrating financial disciplines with food security requires a shift from a monodisciplinary approach to transdisciplinary project teams.

Key methods: PBL, financial market simulations, analytical case studies based on real FAO/World Bank data, and public defense of financial and economic justifications.

It is recommended to create joint workshops for students majoring in finance and agriculture, where they work together to solve food security financing problems.

Further research: develop a methodology for using blockchain simulations to track financial flows in food supply chains within the framework of a course.

Only by combining financial modeling with real-world social challenges of food security can we train specialists who do not count money for money's sake, but rather use financial mechanisms as a tool for preventing hunger and promoting sustainable development.

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