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INNOVATIVE EXPERIENCE IN MODERNIZING THE CONTENT AND TEACHING METHODS OF DISCIPLINES AT POLTAVA UNIVERSITY OF ECONOMICS AND TRADE

The participation of Poltava University of Economics and Trade in the IMPACT-Campus: Knowledge Valorization Centres for Sustainable Entrepreneurship and Digital Transformation project became an important basis for the large-scale modernization of the content of educational programs, approaches to teaching, and the development of students' entrepreneurial competencies. The project, focused on the formation of innovative thinking and digital skills, not only demonstrated the relevance of integrating entrepreneurship, digital technologies, and ethical interaction, but also inspired the implementation of comprehensive changes in the training of Poltava University of Economics and Trade (PUET, Ukraine) higher education seekers.

The approaches gained during the training, consultations, and practical sessions within IMPACT-Campus allowed for a new look at teaching the disciplines of «Fundraising», «Business Ethics and Business Communications» and «Digital Finance». The need to strengthen practice-oriented, digital, and ethical components that correspond to current trends in the development of the entrepreneurial environment was identified. Tools aimed at developing students' ability to make decisions in real and digital business scenarios, work with data, build ethical business communications, and attract funding in online formats became particularly important.

One of the key aspects highlighted within the project was the need to develop so-called «skills of the future»: flexibility, mobility, adaptability, and readiness for lifelong learning. The rapid digitization of all areas of economic activity requires that students not only master digital tools, but also have developed soft skills – the ability to work in a team, organize effective online communication, use information responsibly, and apply the principles of digital ethics.

An important insight was the identification of interdependencies and overlaps between the above disciplines. Fundraising today is impossible without digital financial tools, an understanding of the specifics of communication on social networks, and adherence to the principles of digital ethics. Business ethics and business communications also require a deeper exploration of the ethical aspects of online interaction, reputation management in the digital environment, and responsible use of data. Digital finance, in turn, cannot be effective without ethical principles of information handling, transparency, and a culture of communication.

Thus, within the IMPACT-Campus, a logical integration model was established in which these disciplines do not function separately but create a single ecosystem foundation for the development of students' entrepreneurial competencies. This approach allows students to form a holistic view of business processes, deepens their understanding of digital transformation, and ensures a higher level of readiness to work in the modern labor market. The interdisciplinary connections established through the project have provided additional impetus for the development of updated teaching materials, practical tasks, training modules, and digital simulators, as well as effective best practices to be emulated.

The project also made it possible to determine that the formation of an entrepreneurial development ecosystem is impossible without ethical principles, the ability to communicate responsibly, and digital self-management skills. This is especially relevant in the context of the growth of digital financial transactions, the large-scale transition of business to online, and the need to build trust between partners, investors, and customers. That is why IMPACT-Campus has become a catalyst for the introduction of new standards for student training and the deepening of methodological integration of relevant disciplines.

As a result, participation in the IMPACT-Campus project allowed PUET to initiate a systematic process of modernizing the content and teaching methods of disciplines, form an integrated vision of preparing students for the challenges of the digital economy, and strengthen their competitiveness. The approaches learned made it possible to identify common points of contact between courses, transforming them into interconnected elements of an entrepreneurial and

innovative ecosystem aimed at developing skills of adaptability, self-education, flexibility, and digital ethics.

References

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