

вают надежность учебных технологий; внедрение облачных технологий особенно активизирует разработку и использование виртуального учебного пространства; виртуальные учебные учреждения, офисы, банки и т.д. не будут локальными объектами, они будут доступными и объединяющими разные учебные заведения, факультеты, учреждения и индивидуально учащихся;

Реализация вышеизложенных преимуществ облачных технологий будет способствовать улучшению менеджмента учебного процесса и росту эффективности образования в целом.

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QUALITY ASSURANCE STRATEGIES OF BUSINESS EDUCATIONAL PROGRAMS IN TRANSITIONAL COUNTRIES (GEORGIAN CASE)

ANNOTATION: The paper discusses the peculiarities of quality assurance and development strategies of business educational programs in European Union neighboring transitional countries. Valuable conclusions are drawn about the impact of Bologna Process on management of higher education in Europe and neighboring transitional countries.

KEY WORDS: quality assurance, higher education management, business education.

The paper discusses the peculiarities of quality assurance and development strategies of business educational programs in European Union neighboring transitional countries. Conclusion are based on analysis and experience of several research projects completed by author jointly with other scholars from EU and USA. Paper also analysis the results of the research projects conducted by the International Institute for Education Policy, Planning and Managements (EPPM). Several valuable conclusion can be drowned from the research results about the impact of Bologna Process on management of higher education in Europe and neighboring countries: a) Bologna Process leads to a European construction project through convergence of educational programs and management philosophy of higher institutions throughout the Europe, b) the need of change by universities and educational policy makers, c) redesigning the curricula according job market needs, d) emphasis on learning outcomes of educational programs and on «student centered» teaching methodology, e) the need of increase of competitiveness of European educational programs.

Comparison of survey results in Europe, Georgia and Latin American countries, despite differences between them, show the convergence in understanding of priorities of educational programs by four group of stakeholders of higher education: academic personnel, students, graduates and employers. For example for the business education priorities must be formation of skills of identifying company's problems and using adequate instruments in the decision making process (operational, tactical and strategic planning skills; accounting and financial information interpreting skills; market analysis; statistical analysis; project management). Research results prove that students are those who have better intuitive understanding of labour market demands and types of competencies ensuring competitiveness. Competitive educational program should be designed based on the following principles: definition of program profile and competencies formed as a result of learning; implementation of a learning-teaching-evaluating approach; determining the load for students: constant ensuring of quality; encouraging mobility of students and academic personnel for the purpose of gaining international experience; taking students' opinions into consideration in the process of designing the program; increasing the role of internships in curriculum; organization of consultations between academic personnel and employers in order to bring their opinions closer; involvement of study courses in curricula necessary

for formation of first-priority competencies in Europe and the whole world.

The main impact of the Bologna process on management of educational programs and higher education as a whole is an increase of cooperation on the methods of evaluation, the concept of performance based outcomes, consensus on the methods of evaluation, the concept of performance based on outcomes, consensus around the question of higher education, legitimization of educational system by all parties involved and deeper integration among participating countries.

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