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TEACHING METHODS AND STRUCTURAL APPROACHES
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МЕТОДЫ ОБУЧЕНИЯ
ИСТРУКТУРНЫЕ ПОДХОДЫ
МЕТОДИ НАВЧАННЯ
ТАСТРУКТУРНІ ПІДХОДИ

Relevance
Contemporary work environment drastically differs from the work environment of last the century. Accordingly, requirements of the job market to newly graduates undergo constant transformations. Main goal of the university is to prepare students not only for the existing jobs, but also anticipate expected changes in coming years and adjust teaching philosophy and curricula accordingly. It is especially crucial for post-soviet countries, as unlike western countries, where education paradigm was gradually changing according to arising challenges, soviet education system was strictly defined and was totally unprepared for the unexpected challenges of free market. Acquiring new teaching philosophy was not an easy task, in spite of a lot of cooperation with western universities and corresponding trainings. When new teaching methods are introduced which are not gradual transformation of the existing ones, but represent totally different approach, sometimes they deceptively are implemented only formally [1]. In the present paper we tried to discuss teaching methods and practices for successful preparation of students for contemporary carriers. With the fast development of technologies, requirements to workforce are constantly changing. One of the main goal of the university is to equip students with the necessary knowledge and skills for their chosen carrier, therefore it is crucial to define necessary skills, to reveal problems in existing teaching methods and structural approaches, and to transform education philosophy of the lecturer accordingly. It is shown how previous teaching methods were adjusted to new challenges and how the role of the lecturer as a central figure of the auditorium changed towards more managerial-like duties. Alongside with the adapted teaching methods, contemporary high education should be enriched with practical experience, that can be best achieved in cooperation with large public organizations and private companies.

Task statement
In general, contemporary approaches of education requires to develop general and transfer skills of the students. In addition, by the same approaches, along with the subject knowledge, the student should obtain moral and culture values, ethical decision-making, overcoming stress, communication skills, team-work and emotional intelligence. Today the whole world, not only our society, faces the drastic changes in education field. The teacher should essentially be a good manager, who has taken the special trainings for developing analytical reasoning and effective management skills. Subject knowledge is not enough – she has to develop strategic action plan which should be changed accordingly to environmental factors [2]. Since the managerial activity comprises not only theoretical postulates of management, but its main function is practical implementation of these postulates. Any strategic plan, however well and detailed developed, will stay on paper without proper implementation. Therefore, teaching should be conducted mainly using interactive lectures, business games and case study methods. These approaches will allow to use process of solution of certain problems for gradual learning of theoretical material, which also helps to develop skills and habits for independent working with theoretical information. Supervisor of practical classes should pay attention on the methodology of solution of test problems and cases and usability of these solutions to real-life situations.
Presentation of the research results

Constantly advancing technologies cause frequent changes in the knowledge and skills requirements of graduates of certain professions, especially STEM scientists and engineers working in high-tech companies or research centers. It is difficult to adjust curriculum and keep up-to-date practice or lab materials at the universities, therefore cooperation of universities with the large high-tech companies or public organizations is invaluable. These kind of practices still are not fully developed in post-soviet countries, but some foreign universities offer vast possibilities to their students, especially on master and PhD level. The examples discussed in this chapter mainly consider experience of STEM fields, which have one of the fastest changing work environments. In USA Universities even freshmen students have possibility to spend two months in summer in private companies at paid internship positions where they mainly assist engineers and researchers [3]. This helps them in a lot of aspects, some of them given below: they see in reality what kind of work is available for their profession in future, so they can decide on early stage of education if they are suit well for this work; they gain real-hands knowledge and experience; they learn work ethics, discipline and teamwork in real situations; experience in the area related for their profession greatly helps in getting a good job after graduation.

For master and PhD students there are also cooperation possibilities, so called co-op. In this case the student spends a year or half a year at the company as a junior engineer or scientist, where she is given specific access and tasks. These co-ops usually pay approximately 60 % of the salary the student would have gotten after graduation. This kind experience not only is a first major step for further career development, but also opens new great possibilities: first of all, the graduate student has access to newest instruments and materials used in the field; second, the student encounters the most important problems of the field which she can use for further scientific research; third, the student acquires network of contacts in her professional field and in case of good work can have high-level references to use in future job-searching; fourth, often students showing themselves as high professionals are invited to work in the same company after graduation.

Conclusion

The described approaches have only indicative character and their usage and form could be changed according to the teaching course and chosen teaching philosophy. Naming the teaching method not always describes exactly what lecturer is delivering in reality. The core of each education approach should be preparation of next generation for the real-life and career challenges, therefore the curriculum and work of the teacher can be assessed by how it helps the student to develop professional skills, high work culture and ethics, and independent learning and executive skills.

List of sources used.


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КОНЦЕПТУАЛЬНІ ТА ПРИКЛАДНІ АСПЕКТИ ОСНОВАВАННЯ КОНКУРЕНТОСПРОМОЖНОСТІ ПІДПРИЄМНИЦЬКОЇ ОРГАНІЗАЦІЇ

В сучасній науковій і прикладній економічній літературі поряд з конкурентоспроможністю використовується велика кількість близьких за змістом термінів — конкурентоздатність, конкурентний статус, конкурентна позиція, конкурентна можливість з часовою та значимою варіативністю (стратегічна, перспективна, потенційна, поточна). Часто їхнє за-