

Abstract

According to Bologna process, the highest education in Georgia must correspond with world standards. Therefore, it is inevitable to take into consideration the experience of leading countries and the newest methods of teaching.

In the work it is considered management's teaching methods like:

1. Method of research which develops students independent and scientific thinking;
2. Collective teaching method. Accordingly, using it, the responsibility for getting knowledge in students is developed and business relations among them are established.
3. The method of the project aims to interest students with actual problems. To plan the ways solving the problems and practical usage of received knowledge
4. Case-study which gives possibilities to comprehend the problem as a leader and express his analytical skills in real situations and etc.

We can conduct tests and business games, offer students the web-sites containing information about management. It's possible to give them homework like searching web-sites and help students to develop their knowledge in management.

The ways are given in the work to solve problems in the teaching sphere of management by author's outlook and recommendations.

Key Words: Students Independent and Scientific Thinking; Collective Teaching Method; Case-study.

According to the Bologna process, higher education in Georgia must correspond with world's standards. Therefore it is inevitable to take into consideration experience of leading countries and the newest methods of teaching.

The active and progressive methods of teaching are the ones that enable students to acquire necessary information in rather a short period, and easily.

A large number of methods are used while teaching management in developed countries, among them are the following: lecture, research, discussion, group teaching, project, case-study, and business games.

Let us discuss them:

Lecture. Lecture (Latin "lection") is transmitting a learning subject or any topic in front of a public. It remains as a necessary and effective teaching method. However, lecture has some disadvantages too:

- ◆ It can be boring;
- ◆ The reunion is weak;
- ◆ The passivity of listeners;
- ◆ The information is soon forgotten.

The situation when the lecturer is communicating information that is not interesting for the audience, or the students can deal with it easily themselves, is not satisfactory. In this case, the activity of students is declining.

There are many means of making the lecture more attractive and interesting for students like drawings, schemes, diagrams, models, etc. Using a projector is also considered reasonable, as it increases the quality of acquiring the transmitted information. The material to be given to the students

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during a lecture is also desired to be rich with relevant examples. It is desired that the examples are given from Georgian reality. Without examples, lectures will turn into a tedious transfer of theory.

Research. Research helps students to ask questions concerning an event or a human behavior and to try to answer them by analyzing the data and researching. Research method develops students' independent scientific thinking and requires thinking from students more than other methods.

Research begins by an educator with formulating a problem. Students are acquainted with a phenomena or fact unfamiliar for them. Then they are allowed to ask questions and are given specific time to answer them. During the learning process students are looking for information sources, storing relevant and necessary data in order to comprehend a problem and find the effective ways to solve it.

Students might be required to seek the appropriate information in the libraries or in the Internet. In our opinion, using the Internet for providing information is even obligatory nowadays. It is reasonable to offer students the addresses of web pages where they can find additional and interesting information about the researching phenomenon or vice-versa; as homework, you can ask your students to find the necessary information and web pages on the Internet themselves, as this will help to deepen students' knowledge and develop independent scientific research skills.

In the conclusion, after analyzing the acquired information students are making their own decisions and creating their hypothesis on how to solve the problem.

Discussion. Students can also express their knowledge and learn new ideas successfully in the process of constructive discussion. Discussion (Lat. "discussion") is an interchange of ideas about a debatable issue. This method is used to discuss complex theoretical and practical problems, to exchange the experience and knowledge between students, to verify the positions of educators and students and come to an agreement, as well as to work out approach to researching the specific phenomenon.

Discussion improves students' knowledge and increases the amount of new information. This method enables a student to express his/her opinion, defend it and demonstrate its correctness. While using this method an educator is acting as a person leading the discussion.

In order to conduct the discussion successfully it is vitally important to plan it first.

Group teaching method. The essence of the method is that the students work in small groups. If the homework is done well or the group gained a certain amount of points, students can be given something as an encouraging prize. The above-mentioned groups are made from students representing different levels of intellect (low, middle, high). The group is also desired to contain 4 to 5 students.

Students try to learn the materials given by the teacher while working in groups. The group of students who, after finishing the assignment, get the highest scores in the rating should be encouraged. As the encouragement, students can be given a certificate or a prize (a book, an album, etc). The system of encouraging the students will increase the effectiveness of the teaching process as well as give them a stimulus.

Project method. The project method is used widely while teaching management nowadays. The method was found in the 20ies of the 20th century. The method aims at making students interested in the existing problems. This method enables students to find ways of solving the problem and with the help of a concrete project, to show the methods of using the theoretical knowledge practically. In other words, it is the means of confirming the theoretical knowledge practically. The method assists students in developing analytical and critical thinking as well as cognitive skills. The project itself is considered to be a combination of kinds of business which are connected for a period of time in order to achieve a specified goal. Every project has its living cycle, in other words the longevity of life. Projects start and end. The topic of the project can be chosen either by the teacher or by the students and it depends on the problem. Projects can be purely theoretical or purely practical but it is desirable that the projects combine both of them. The results of the project can be shown as reports, papers, computer versions etc. While using this method it is necessary to define the longevity of the project (it can be short term, middle term or long term), the number of participants etc.

When carrying out the project and research methods lecturer is being an organizer of the cognitive work more than a person conveying the knowledge. Sometimes the project can be changed into a business-plan. It is mentionable that currently many business-schools receive orders about the concrete business-projects, work on them, conduct presentations about them and realize them. Due to the mentioned occupation the scientist of the business schools not only deepen their knowledge but also receive specific wages.

Case-study. This is one of the most popular and widespread methods of teaching management. It was first used in 1924 by the Harvard Business School. Case-study as a method is especially used in the MBA (Master of Business Administration) programs.

Nowadays 80% of teaching is conducted by using the case-study method. Hundreds of cases are issued in Harvard every year. At Harvard Business School, in two years time students study and analyze more than 500 cases, and every week they have to study approximately 14 cases, containing financial, statistical and other kinds of data, in detail. In some of the western countries personnel are hired only after being tested by cases. This method can become a financial source for some of our universities. For instance, at Harvard, one copy of a case costs 10 dollars. This university produces about 700 cases a year. It is worth mentioning that the leader of collecting and distributing the cases from 1973 with the initiative of 22 universities is The Case Clearing House of Great Britain and Ireland. From 1991 it is called The European Case Clearing House (ECCH). This organization is only specializing in cases and their realization. Cases are being sold by other leading universities as well.

The above information clearly points to the great importance of using a case-study method during the teaching process. This is the reason why we give a special attention to this method.

Case-study is a text giving an example of a dilemma that is faced by a hero in a real business situation—a real person with a real job faces a real problem.

Students are given a text describing a concrete problem. They are given a limited amount of time to study the case and find the best solutions. Then students form groups, talk about the problem, discuss the advantages and disadvantages and try to find the ways of work out a problem. Usually students are given the cases that briefly describe the business situation.

Mainly, on discussing case event exists only one main decision. Subsequently, it can be several alternative decision. It is difficult to find students, whose opinion on suggested situations can be the same. Each of them has his/her version of own knowledge, practical experience and intuition.

Analyzing concrete situation method makes it possible to student develop his/her abilities, define the main problems and can make reaction in time, to get effective conclusion on the given problems in a real situation, to make his/her version of views, to develop making decision of his own ideas, to make sure others abilities and etc. Discussing each case students give new energy and ideas.

There are three ways of making cases: 1) working on cases on given indications from real companies; 2) to use secondary sources, finding foreign cases and translating them; 3) to make cases on invented situations. This kind of case must be made by professional specialist, on contrary, it is not recommended.

Discussing concrete situations of foreign companies the students of Georgian high schools especially may be interested to define cases using examples of Georgian successful companies, which makes a more attractive and effective case-study method. In reality, thinking about problems of Georgian companies, students must make the right decision.

It's necessary to plan case-study method not only studying process, but can be used at exams. A case can be given before exam. They must analyze it and make resolve the given questions with answers.

It can be given to student at the exam, but in this case, it must be short and easy.

Business game method. Business games are governing decisions taking imitation methods in different situations by students groups in a playing way.

Business game is an effective form of examining past task, and gives possibility to the student to use knowledge in reality. The business game method outlines feelings and emotions of importance in different situations. It makes it possible for students to look at the problems from a new point of view, increases students interest and activity, develops students communication abilities. A business game is more effective in such cases, when students feel free and light, when they play in “reality”. There are different ways of organizing a business game: sometimes only one business game is held and students observe it. Though, there is a second variant, when the students are divided in the little groups, playing the same “game” independently and at the same time.

So, during business games students can take an active role (as a head of department, a firm’s director and so on) and passive. In a passive role the student is only an observer, makes control and counted function and makes information base of analyzing the business game’s results.

The teacher’s task of holding a business game is to choose the theme of business game and define its aim; to make a plan of business game and the personal list; to describe each players “role”; prepare necessary requisition; dividing roles between students and analyze them a scene, correction of business game duration; to sum up the results.

A business game is interesting and effective when the students change their roles in different tours. The teacher must pay attention, go that the student woln’t take part in the game several times with the same role. Increasing effectiveness of business game, it’s necessary to make video tape and show it to the students for analyzing the results deeply.

Analyzing concrete situations and business game method has common a lot, but there are the following main differences:

Case Method	Business Game Method
Discussion of problems	Problem is discussed as a real situation
Happened event defines the problem	Problem defines development of events
Problem is about other people	Problem is about participants
Outlines importance of the facts	Outlines personal opinion’s importance
Physiologically, students see problematic situation “outside”	Physiologically, students see problematic situation “inside”
Means mental participant	Means emotional participant
Action is only discussed	Action is coming in doing

So, methods discussed by us can be useful for the students and lecturers in studying “management” process. The main aim of the discussed methods is to learn summary of this most interesting discipline, rework abilities of searching problems and governing decisions independently, develop independent scientific mentality. Teaching the new methods cause students growing interest of a concrete high school. Its natural competition will grow in the given high school, which is so important in the current reforms of the high schools sphere.

Teaching active methods of management can pay attention to the problems, which can reject in the process of management teaching. There are following problems:

1. Non use of active methods in teaching process. Some of the teachers, generally, don’t use such kinds of methods as the project method, case-study method, business game method and etc.
2. Less concrete case-study situations from examples of Georgian companies;
3. Poor material-technical base. It means absence of such kinds of technical equipment in some high schools, as: a projector, video camera, numeral apparatus, that will be desirable for teaching of some methods.

To solve such kinds of problems and to plan discussed methods successfully the following must be done:

1. It's necessary to develop work on case-process of Georgian business-examples, to involve scientists, qualified specialists, advanced students. From examples of successes and interesting Georgian business-cases this business can be useful for high schools and individual persons;
2. It's necessary to get financial resources for technical equipment. First, it will develop material-technical base of the given high school, and will be useful for teachers and students learning qualitatively;
3. It's desirable to hold informational-introduction training about modern methods by experienced specialists for high schools and students. They will have the possibility to get complete information in teaching this or that kind of discipline methodically.
4. Simultaneously teaching modern methods, it's necessary to appraise studying process, which helps the teachers to get necessary changes in the teaching discipline that makes the given subject more effective. Also, it's important to appraise teaching process by students themselves, testing before beginning teaching course and after finishing it, which makes it possible to appreciate how increased students experience, abilities, and how fulfilled teachers expect and students expect and hope on given discipline after teaching with modern methods.

Except discussed methods, for learning better, teaching material are hold testing, questioning, different kinds of home tasks (oral; written) and so on. Especially, it's important to write an essay. In this case, an accent is on students independent work, which takes 1, 5 much more time, than laboratory classes.

To use the methods of studying management in teaching process, we'll hope students have possibility to get new vision of current events is the world. Bringing progressive methods in teaching at high schools disciplines successfully is a condition that in the nearest future, higher education will get world's standard norms in Georgia.

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