TYPES AND FORMS OF ORGANIZING MANAGEMENT SCIENCE EDUCATION

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ABSTRACT

The article analyzes the methodology of teaching management science in higher education and the types and forms of organizing science teaching. The mental card of the classification of management science teaching methods developed by the author and the mental card of innovative methods of management science teaching are presented. In this mental card, innovative methods of teaching management science are divided into 5 groups, such as heuristic, informational, reproductive, problematic, and research, and the use of these methods in the educational process depends on the correct choice of the organizational form of education.

Keywords: Methodology, innovation, form of teaching, mental map, didactic task, social environment.

INTRODUCTION

Determining the types and forms of the organization of the teaching process is a problematic and controversial issue. Most pedagogic scientists consider the forms of the educational process to be the methods of expressing and implementing the educational content, that is, the basis of it is the formation of the curriculum and the determination of educational components (auditory training, independent education, forms and methods of attestation, methods of evaluating educational results). Other authors include only theoretical (lecture, seminar, course work and project, graduation qualification work, consulting hours, educational practice) components in the forms of educational activity organization. The theoretical component is complemented by practical, combined and control components [1]. In this, the practical components include practical and laboratory training, the combined components include qualification production and pre-diploma practices, and the control component includes current, intermediate and final controls. Taking into account the above, it is necessary to pay sufficient attention to this process in the calculation of lectures and practical training as the main form of organizing pedagogical activity in higher education, and in improving the methodology of teaching management science [2,3].

RESEARCH METHODS

During the research, methods such as analysis of scientific and teaching-methodical literature, pedagogical observation, comparative analysis, generalization, pedagogical experiment-test, mathematical-statistical analysis were used.

RESEARCH RESULTS AND DISCUSSIONS

In the study, the new innovative pedagogical technology "Mental Cards" was used to clearly visualize the classification of management science teaching methodology based on the specific characteristics of management science (see Figure 1).

Mental cards (mindmapping, mindmapping) are a convenient and effective visual way of expressing an opinion about events, processes, objects and new ideas. It can be used to organize new innovative ideas in a clear sequence, to record ideas in a small volume, to analyze and classify data, to organize decisions made on a problem. This method is not widely used compared to the traditional method, but it is considered as the shortest and most understandable way to express the thought in writing [4].

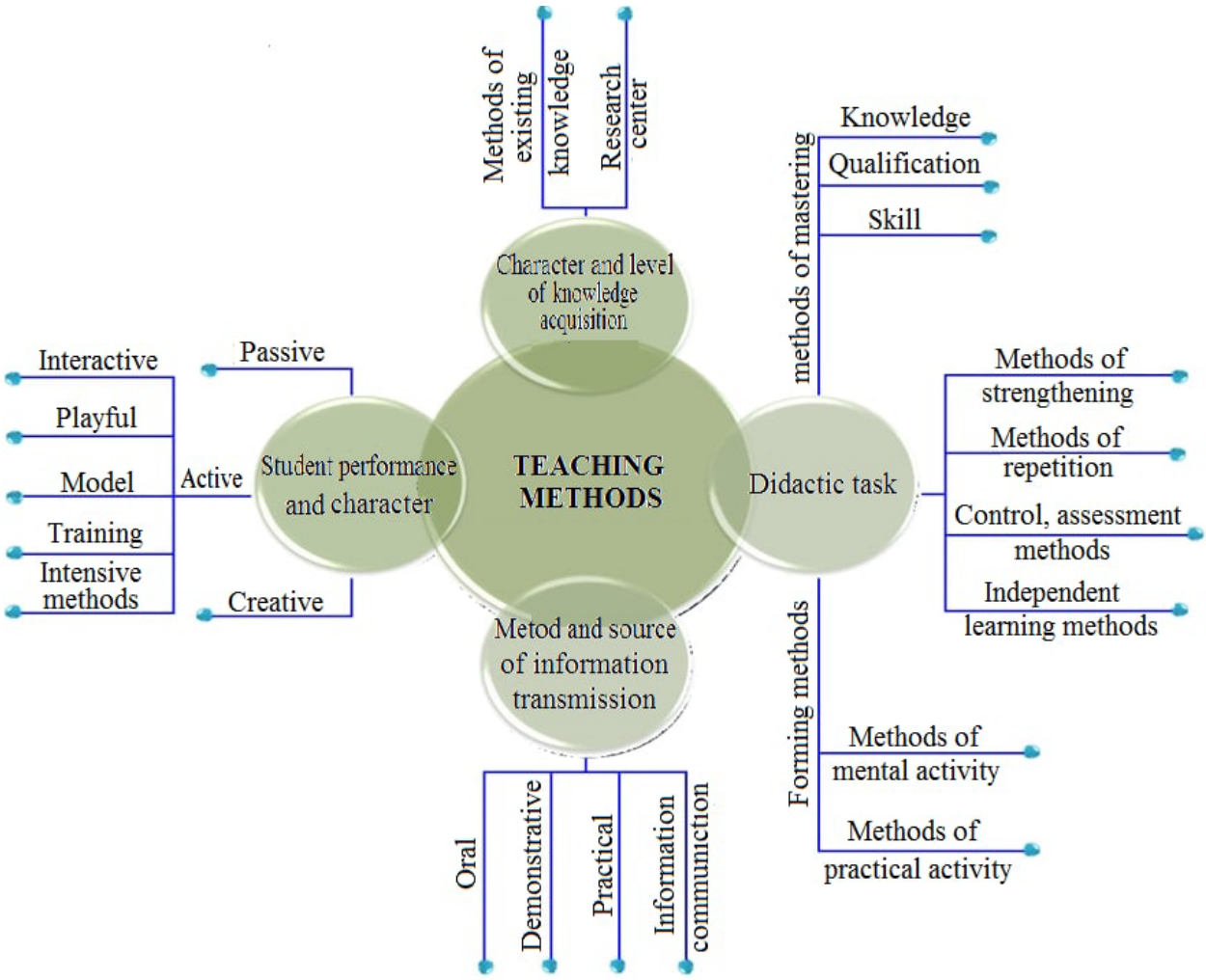

Figure 1. Methodology of teaching management science mental card classification of characters

Mental cards (mind, intelligence cards) is considered as a new innovative pedagogical technology, they form the ability of students to independently think (think) about the given information (topic), to express their opinion independently, to enrich with new ideas through scientific and creative thinking.

In this mental map, the teaching methodology is consists into four groups:

- Nature and level of knowledge and mastery;
- Didactic task;
- Method and sources of information transmission;
- Student performance and character.

Figure 1 first shows the student's methods of learning and learning, and then reveals the didactic tasks of the educational process. It is noted that theoretical knowledge (lectures) and practical

skills and qualifications should be acquired as mastering methods. Of course, this is achieved because of practical, seminar and laboratory training, independent study and professional practices.

At the next stage, the methods and methods of information transfer are presented, which will be directly solved by the formation of information competence in future managers. Student activity and character are divided into 3 types, i.e. passive, active and creative. In accordance with the developmental educational technology, it is envisaged that creative activity will be carried out through more self-awareness, self-development and evaluation, and independent education will take the main place as a form of education.

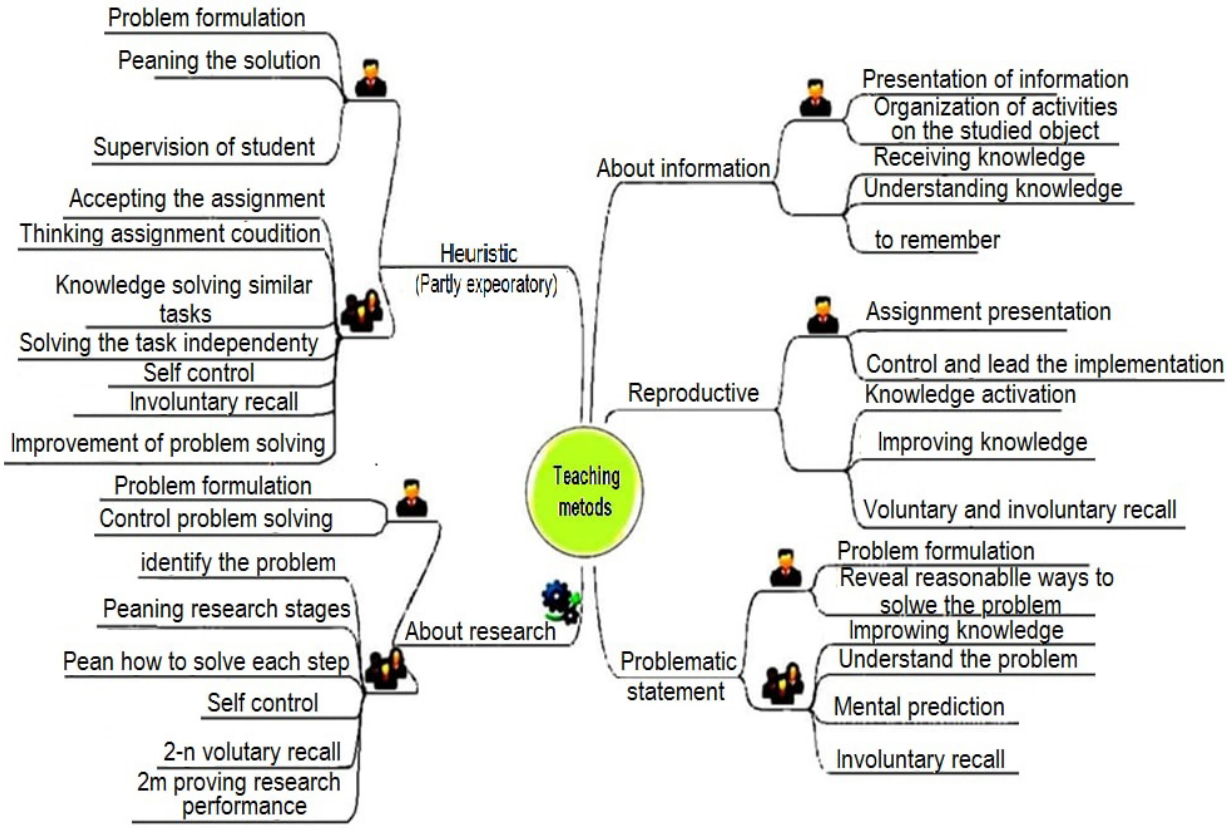

Fig. 2. Innovative teaching of management science methods mental card

In the training of future managers in an innovative educational environment, it is necessary to teach specialized subjects using innovative pedagogical technologies and teaching methods. A mental map of innovative methods of teaching management science was developed on the basis of scientific research carried out by our republic and foreign scientists and the analysis of educational and methodological literature (see Figure 2). In this mental map, innovative methods of teaching management science are divided into 5 groups, such as heuristic, informational, reproductive, problem-based, research-related. It is noteworthy that all these innovative methods are aimed at developing future managers' independent scientific and creative thinking skills, not only for standard problem solving, but also for non-standard problem solving that emerges in a strong competitive environment [5].

The method of projects aimed at forming and developing scientific-creative and independent thinking of students is such an innovative pedagogical technology. The method of projects is a flexible model and teaching system with subjective and objective innovations, gaining practical importance, and focusing on the full use of the individual's abilities through the development of intellectual and physical capabilities, independence and creative abilities of the student in the process of creating new products and services under the supervision of the teacher. Currently, the project method is widely used in the educational process of the United States, Russia, Great Britain, Belgium, Israel, Finland, Germany, Italy, Brazil, the Netherlands and many other developed countries as the most common pedagogical technology in the world [6]. The analysis of existing literature and scientific works on the method of projects shows that this method can be applied as a separate independent method or as a pedagogical technology that includes all creative methods. Modern scientific research shows that project technology can be widely used in all areas of knowledge in the educational process. It can be used in almost all subjects in order to increase the educational content, develop the student's interest in learning and creative abilities. Project technology has wide pedagogical possibilities, as the experience of well-known pedagogues using this technology shows. It provides an opportunity to fully master the program material, to properly plan one's own educational activities, to form practical skills and competencies in the studied subject, to develop personal project skills and competencies, and in modern conditions, to develop the student's personal qualities [7].

The use of these innovative methods in the educational process also depends on the correct choice of the organizational form of education. Any organizational form of the educational process determines the educational model, which includes the educational goal, content and other elements. The organizational form of education reveals the essence of the educational model. Such a symmetrical connection between the educational model and the organizational form helps the professor-teacher to distinguish many trends in his professional environment and to choose correctly how to organize the educational process in his work.

SUMMARY

There are many examples of such a connection between the educational model and the organizational form in the current modern education process. For example, the rapidly developing open distance education has created new organizational forms that are not found in other educational models, including electronic resources such as virtual tutorials and synchronous videoconferencing [8]. Changes in the social environment and rapid changes in the educational process are also affecting the organizational form and model of education. However, no matter how the name of the constituent elements of the organizational forms of higher education takes a new form, the main elements are lectures, practical training, laboratory work, seminars, independent works and practices, and among them, lectures are important for students to acquire theoretical knowledge, develop practical skills and qualifications. is taking place.

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