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## LEARNING AND TEACHING IN THE FIELD OF HIGHER EDUCATION: CHALLENGES AND PROBLEMS IN GEORGIA

**Nana Sreseli**

Associated Professor, Iv. Javakhishvili Tbilisi State University

**Elene Kharabadze**

Professor, Iv. Javakhishvili Tbilisi State University

### Abstract

A need of formation and development of the innovative form of teaching, has conditioned a necessity of creation of a flexible, continuous educational system, which may ensure a human's mobility in view of his/her professionalism and, turn him/her into active creative individual. A well known fact is that an person masters well the things which are covered within the scopes of his/her interests. In conditions of the authoritarian (traditional) teaching, the above indicated properties could not be developed, since it is based upon the principle of passing the accumulated knowledges, i.e. their delivery takes places in a form of . Thus, the traditional educational technologies cannot ensure development of personal skills. The social needs set out in education have led to the need for search and development of student-oriented teaching methods and technologies.

**Key Words:** Innovative teaching; Critical thinking; Interactive model of teaching; Personality-oriented; Passive model of teaching.

In terms of globalization, a higher education is obtaining an international character. The main conceptual approach of the modern educational system is personality orientation and constructivism. These trends are diametrically different from the traditional, authoritarian system. In the contemporary world, the society has been faced with numerous problems, such as:

- Rapid development of the informational technologies;
- Globalization of public processes;
- International convergence (convergence of positions and opinions);
- Multi-profile cooperation

At the forefront are introduced personal qualities and human skills, such as:

- Fast adaptation in the conditions of the changing economic situation;
- Good orientation in the ongoing processes;
- Working with representatives of different socio-cultural and professional groups;
- Human relations;
- Critical thinking and independent decision making.

Educational technologies, which are based on a traditional paradigm, are built according to the principle of transfer (transmission). Such training mainly leads to provoking students' re-producing capacity for predominant development. In this time, student's creative potential and personal features are being developing spontaneously, as a matter of fact.. Respectively, teaching should correspond to the current requirements to education, while the educational system should adequately meet the challenges of the labor market. For achieving at the above objectives, it is important to develop high quality teaching and learning systems, identify institutional measures for quality maintenance and, implement active cooperation policies on the international level.

The attempt by the EU member states to create a united European space for higher education was decided through the Bologna Process, in June 1999. The European space of higher education provides increase of the international competitiveness for the European system of higher education. As a result of intensive search of new forms and methods of teaching at the modern stage, the teaching has moved from the directive model to the innovative and much more productive interactive one, the main objective of which was to increase efficiency of the higher education. All the curricula and modules developed in the EU member states for these purposes since 2010 (1; 3), should have been relied upon the learning outcomes. The international trend in education - the "teacher-oriented" approach was replaced with the "student-oriented" approach. Consequently, the emphasis was made on not only the teaching, but also on what the student can do when completing the module / program. as an application of expectation on what a student can demonstrate after completion of the study process.

It is important that Georgia's higher education system has become a part of the common European education system. Georgia integrated into the European educational space and joined the Bologna process since May 2005. Involvement in reforms in the common European educational space was quite difficult because the reform included a new structure of training programs, introduction of the credit system, creation of bases of the latest academic and scientific literary sources, the innovative and actual methodology. The legislation of Georgia is in compliance with the international standards of higher education system, while a permanent increase of its quality is the state's prerogative. National Center for Educational Quality Enhancement is functioning in the country, to examine compliance with educational programs standards.

However, not so rarely certain problematic questions are put: How well do the study programs meet the international standards? What is a reason of a lack of professional and practical knowledge of the graduates in relevant fields of education? Why does not the job market meet the level of the received education? Etc.

The content of the answer to these questions are mostly determined by the models and methods of implementation of the learning and teaching processes.

As of today, the passive, active and interactive models are applied in teaching.

In case of the **passive** model, a student is the "object" of teaching, because he/she is in the position of listener and audience, while the lecturer is a process governing person. Therefore, the authoritarian style of the relationship is formed.

Under the **active** model, student is a subject of "teaching." He/she is actively participating in the teaching process, with sharing equal positions with a lecturer. So, a more democratic style of communication is formed between them.

The **Interactive** ("Inter" - "Bilateral", "act" - "Action") model is a modern, innovative instrument of teaching, which involves interaction in the conversation mode. Unlike the active model, it involves wide-ranging relationships not only between the student and the lecturer, but among the students as well.

In terms of the extended relationships, interactive teaching is a dialogue-like method teaching, the main forms of implementation of which are: round table (discussion and debates), mental strokes (mental attacks), business and simulated (simulation) games, case-study (specific situation analysis, situational analysis), master classes (Training).

When preparing the training-based interactive forms of teaching, the lecturer should choose a suitable and effective one for the study of a particular subject and, may combine several methods if considers that the student can understand the study material better. In case of the interactive teaching, those methods should be chosen, which can be used for a particular discipline to study and, which ensure formation of a student's intellectual and self-development culture, maximal possibilities of demonstration of organization and ability. It is important to build a lecture with relevant content, namely, to determine what tasks are important for learning and through which methods.

As a teacher, I consider that teaching of a specific discipline titled "Accounting" can be defined by the following parameters:

- Course Syllabus, which defines the content of the course, learning / teaching methods and, learning outcomes;
- Existing legislative base (Law on Accounting, Reporting and Audit, etc.);
- Lecturer's individual pedagogical features, qualifications, skills;
- Student's training level in prerequisite issues defined by the syllabus of the course.

In addition, the learning and teaching process should be conducted methodically so that after studying the course of accounting, the student be well prepared in:

- Formulation of accounting policies relevant to business activity;
- Knowledge and use of the principles and conceptual basis of preparation and submission of financial statements;
- Use of International Financial Reporting Standards;
- Preliminary accounting and control of documents;
- Reflecting transactions on the financial accounts and check their correctness;
- Preparing and interpreting a full package of financial statements.

It is established experimentally and everybody know well the results of a viewpoint that in other equal conditions, the human memory retains almost 90% of what he does, 50% what he sees and only 10% of what he hears. This data convincingly demonstrates the appropriateness of the active methods of teaching.

The most efficient form in teaching the discipline "Accounting", should be an effective involvement of students on the relevant activities. Namely, for developing students' practical

professional skills when teaching this discipline, it seems to be important to use the program products of the accounting. I have used the program products in the pilot mode of the studying course and, offered the Bachelor Program students an absolutely new studying project – participation in learning the accounting program “Balance” according to their wish. The accounting program “Balance” is the program developed by authorship of “BDO Solutions Ltd.” – a member company of the UK-registered „BDO International Limited” .We have received the right of teaching this program under the Memorandum formalized by and between TSU and “BDO Solutions Ltd.”. This project was innovative on the Bachelors Program level.

The students pointed out that together with the acquisition of practical skills in the process of working with the program, they have deepened considerably the knowledge of the full cycle of accounting, analytical and synthetic accounting, the final trial balance and the full package of financial statements, as well. Thus, in terms of the use of computer technologies and interactive methods in the process of teaching, the students improved intellectual and emotional qualities, observation and communication skills and, improved teamwork style.

The modern approaches to teaching process:

- Ensures overcoming the stereotypes in the learning process, promotes the activation of thinking and develops the student's creative skills;
- Creates the abilities of independent thinking, situational orientation, own approaches to resolving the problems, and establishing contacts
- Creates the conditions for forming the student's intellectual and self-development culture, raises the motivation of teaching, the interest of using new knowledge and skills, the ability to formulate and express opinions;

Therefore, involvement in the teaching and learning processes of current practical models must be done pragmatically, with observing reasonable ratios and principles and, should envisage the content, peculiarities and difficulties of the study material.

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