

pieces of information through their graphical representation. The proposed method for organizing classroom work consists of the following operations:

1. At the preparatory stage, two work boards are installed;
2. Participants are given a situation to discuss (Case);
3. A survey is conducted and a problem that needs to be solved is identified;
4. Participants record on the cards their opinion on the problem, its causes and ways to solve them (Method);
5. From the participants of the card come to the moderator;
6. Cards are hung on the first work board;
7. The systematization of proposals is carried out: the cards-ideas close on the maintenance are selected and fastened on the second working board. To do this, the moderator takes the card, reads it aloud, addressing the group members;
8. The moderator then places it on the board according to the opinion of the group and reasonable criteria. The card is attached either to one or another thematic «column», or a new column with new features is created;
9. When all the cards have found their place, you can proceed to combine them. Cards close in content are combined into one group («problem cloud»);
10. In the further work each «problem cloud» is numbered and between «clouds» (groups of homogeneous cards-ideas) the moderator builds semantic interrelations (arrows);
11. After all the cards are discussed, posted and systematized, the moderator together with the group defines the central concept in each problem area. The moderator writes the final wording of a problem area above the column as a title. Thus, the serial numbers of the «clouds» are replaced by names and written separately;
12. Determining the priorities of ideas and making a final decision takes place during a collective discussion.

A simplified alternative method of using the proposed method can be formulated as follows:

- 1) formulates the problem to be solved or the result to be achieved;
- 2) links connecting the separate factors influencing a problem are defined, and the diagram of communications is constructed;
- 3) students discuss the constructed diagram of connections and identify the main reasons that affect the problem.

The use of the proposed pedagogical technology allows the selection of basic ideas and concepts, the assimilation of which contributes to the formation of students' integrative type of thinking.

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Summary. Prokopenko O., Omelyanenko V. Pedagogical technology of interdisciplinary linkages studying. *Interaction and integration of economic disciplines is a condition for the implementation of the modern educational process. This aspect involves the change of teaching technologies in order to form a clear vision of the relationships between disciplines, the development of cognitive skills and a holistic view of economic processes. The developed method involves the systematization of ideas obtained as a result of moderation on the basis of identifying the relationships (Mind-Mapping) between economic processes and the collective generation of ideas and their further systematization (CLUSTER) based on collective discussion. The method is implemented on the principle of partial to general «Case - Problem – Method».*

Key words: *interdisciplinary linkages, technology, connection diagram, problem, priorities.*

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HOW DO WE TEACH 21ST CENTURY LEARNERS?

Our students are self-confident, extremely social, technologically sophisticated, goal oriented and very comfortable with technology. They have frequent interaction with their friends and family, much of it on computers and cell phones.

Our students and their parents have very high expectations about our teaching style and learning outcomes.

The nature of our students-their academic preparations, aspirations, and cognitive development –affects our choices of what and how to teach.

III Міжнародна дистанційна науково-методична конференція

To give a brief summary of these courses as they are present today, MGT 2255 is a course focused on the decision-making processes and strategies of businesses. In the course, we look at how businesses may employ quantitative concepts in their decisions to optimize outcomes. Software tools such as Microsoft Excel are used extensively throughout the semester during the class discussions, cases, and assignments. MGT 2250 Management Statistics, is an Excel-based course with the main goal of showing students the important role statistics plays in the business world. Students are introduced to fundamental statistical concepts that are transferable and are actively used in many domains of business.

To succeed in these courses, students are required to learn various competencies and skills that enable them to apply quantitative concepts and modes of thinking while working in a business setting. Students may feel these competencies and skills are difficult to grasp initially but, once learned, they find these skills are highly transferrable and can be used in other courses of the undergraduate program at the Scheller College of Business. I believe that our students have to get the most up-to-date competencies and skills based on the use of technologies and mathematical/statistical modeling. Moreover, I realize that teaching material that is based solely on mechanical memorization of certain skills cannot ensure any serious, successful careers for a young person. Modern employers need employees that not only possess specific knowledge and skills but ones that are also able to grow their existing skill sets as circumstances arise. Such a combination of up-to-date skills and competencies in a given field, critical thinking, and a readiness for self-development are certain to help my students achieve successful careers and become leaders in the global business environment. I state all of this to give a glimpse into how I understand my approach of teaching MGT 2250 and MGT 2255. I use these convictions as a starting point in developing my teaching methods.

I spent so much time focusing on innovative teaching methods, reading so many interesting books regarding the principles of the modern approach to the teaching process, and taking part in various workshops. Moreover, I found value in these workshops not only from the topics of discussion and from the personal stories shared by my colleagues, but I also found value by studying the ways in which the coaches facilitated workshops. I intently studied the teaching methods used by the coaches when they presented their material — how they made the workshop participants excited, how they kept us interested in the material, what printouts they used, what their logic was behind the group activities chosen, etc. Having been exposed to all of this new information gathered at these seminars and from my colleagues, I walked away with an abundance of novel ideas. Many of these ideas make it into my classroom either consciously or subconsciously.

XXI century learners differ greatly from those entering higher educational institutions five years ago. Research indicates that even the brain of a modern child functions in different ways. It is my opinion that approaches to teaching and the notion of a lecture must adapt in the wake of these new changes. I encourage my students to use technology in my classes. I begin each class reminding students to have their laptops on their desk with Excel opened, as well as their phones. I find the use of laptops and phones crucial in encouraging students to take an active part in class. Moreover, the tasks that students will face when they are in the business world will require the use of both their phones and laptops. Many of these tasks will presuppose mastery of Excel and other technologies.

By my observations, it seems that the most important element of contemporary educational science is awareness of the fact that students are my *partners* and *companions* during the discovery of the learning process. In my experiences, students can retain, utilize, and modify what they learn if they can be led through a process of self-discovery. I agree with the writings of Harvey Brightman when he says that students must be given an opportunity to arrive at their own conclusions about the subject matter before being told the “hows” and “whys.” Additionally, an understanding of how the memory and recall ability of an average student functions is another important element of contemporary educational science. Refer to Terry Doyle and Todd Zakrajsek who suggest that learning and recall are made significantly easier when you use a multi-sensory approach. That is, the more senses involved when completing a task, the more memory pathways are lit up in the brain which, consequently, makes it easier to encode and recall information. Each time you use or practice newly learned information or skills, the connections between your brain cells grow stronger and your ability to recall information is reinforced. This process is accelerated as more senses are used during practice.

I believe that the traditional lecture, as it is in present day, is not the most effective way to teach new information or skill sets. Because of this personal belief, I have integrated the practice of newly learned information as a major component in the learning process of my classrooms. For instance, I ask students to solve problems each class, under my guidance, in the form of Excel-based quizzes. Further, I distribute hard copies of these daily quizzes to students at the beginning of each class, the class and I cover each problem one by one together, then I collect each student’s quiz at the end of the period to be graded as their participation grade for the day. The work students complete using Excel is also submitted for grading via teaching online platform. Once graded, these quizzes are distributed back to the students. I also encourage the students to engage in the material using the Socratic Method; in short, this is a method by which a teacher leads a group through a series of questions in order to get to the heart of a subject matter. For example, after discussing and outlining concepts, I engage the class by asking them to explain the reasoning behind the concepts and to give further examples — this is done after splitting the students up into small groups of 3-4. I will then use the examples they produce as additional points of discussion. These methods, I believe, make the classroom a more open environment in which students feel more positive about active participation and less fearful of the material and using Excel. One

final thing I would like to mention about my teaching style is the composition of assignments. There are five different types: quizzes (12 or 5 total), homework assignments (5 total), an essay on project management and statistics, midterms (3 total), and a final exam. Questions on the exams require the students to apply what they learned by answering multiple choice questions on mini-case studies; additional questions require students to clearly explain the reasoning behind their solutions.

Overall, I believe the curriculums of MGT 2250 and MGT 2255 have been significantly improved and will continue to be improved in the coming semesters. Throughout these years, I have made many changes to my teaching style based in large on the student' feedback. Further, I have found that providing daily Excel quizzes and various hands-on activities have been the best ways to engage students in the classroom and help them learn and retain new skills and knowledge. I will strive to make continuous improvements in my teaching style and methods (Rudchenko T., Chashechnikova O., 2017) [7].

In the upcoming semesters, I consider my priorities to be the following: (1) monitoring and facilitating the learning process for students by teaching a (hands-on) economic-modeling-styled course; (2) being mindful of the diversity of the my students and ensuring that each student is not discriminated against based on their education level, race, gender, etc. (that each and every student is treated as an individual and accommodated correctly) (Chashechnikova O., 2008, 2011) [5;6]; (3) creating an open classroom environment in which no-one is apprehensive to participate.

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Анотація. Рудченко Т. Як ми вчимо учнів 21-го сторіччя? У тезах представлено огляд організації роботи зі студентами коледжу бізнесу Шеллера при технологічному інституті Джорджії під час навчання математичній статистиці та економічному моделюванню. При цьому враховано особливості мислення сучасних підлітків, їх інтереси, а також вимоги сучасного технологічного світу, зокрема роботодавців. Увагу зосереджено на використанні постійних опитувань, створених на базі на Excell, та методі Сократа.

Ключові слова: сучасні учні (студенти), методи навчання, опитування, створені на базі Excell, метод Сократа.

Аннотация. Рудченко Т. Как мы учим учеников 21-го века? В тезисах представлен обзор организации работы со студентами колледжа бизнеса Шеллера Технологического университета Джорджии (США) при обучении математической статистике и экономическому моделированию. При этом учитываются особенности мышления современных подростков, их интересы, а также требования современного технологического общества, в частности, работодателей. Внимание сосредоточено на использовании постоянных опросов, созданных на базе Excell, и методе Сократа.

Ключевые слова: современные ученики (студенты), методы обучения, опросы, созданные на базе Excell, метод Сократа.

Summary. Rudchenko T. How do we teach 21st century learners? There is overview of teaching MGT 2250 and MGT 2255 organization with students of Scheller College of Business at Georgia Institute of Technology (USA) during over the past three years in this thesis. This teaching takes into account the peculiarities of modern learners' (students') thinking, their interests as well as the requirements of a modern technological society in particular employers. Attention of this teaching is focused on the Excel-based quizzes and the Socratic Method.

Keywords: modern learners' (students'), methods of teaching, the Excel-based quizzes, Socratic Method.