

ORGANIZATIONAL METHODS OF SEMINAR-DISPUTE ON ECONOMICS SPECIALTIES

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Actuality. The topic of teaching economic disciplines has always been relevant and useful. The article considers the technique of organization and of the seminar-dispute on economic subjects. In this paper there are also identified criteria for evaluating the participants of the seminar-dispute. Methods of teaching economic disciplines in higher education are held by holding lectures and seminars. The seminar provides an opportunity to determine the degree of independence and responsibility, to rise creativity in every student. The purpose is to disclose the main objectives of the seminar-dispute, which as a result of the preliminary work on the program material, the teacher and students are in a situation of direct active communication during performance of students on topics arising between discussion and generalizations by teacher, bu solving the problem of cognitive, developmental and educational character that imparted methodological and practical skills to students. Methods. Logical and descriptive, monographic, analysis and synthesis. Results. It should be concluded that in preparation for the seminar, students acquire the skills to work with the book, read the analysis, selection of the main and necessary speeches for the report, , and systematizing the selected materials. Students learn to clearly express their thoughts, work out the ability to speak without papers to prove their beliefs, to establish contact with the audience, etc. Accordingly, it is best to choose the topics of the seminar where the student must not only learn certain information, but also find a solution. One of the most popular forms of classes in the framework of methodological approaches to the teaching of economic disciplines is a seminar-dispute.

Keywords: *methods of teaching, seminar, seminar-dispute, innovative education.*

Actualitate. Subiect predare discipline economice a fost întotdeauna relevante i utile. În articol se abordeaz metodele de organizare i desf urare a seminarelor sub form de dezbateri la disciplinele cu profil economic. În lucrare de asemenea, sunt indicate criteriile de evaluare a studenților participanți la dezbateri. Metodica pred rii disciplinelor cu profil economic în instituțiile de învățământ superior include desf urarea atât a orelor de curs sub form de prelegeri, cât i seminare. Scop. Expand principalele obiective ale seminar dezbaterii, la care, în rezultatul învățării prealabile a materiei predate de c tre profesor, a implic rii active a studenților în procesul de învățare, a soluționării diferitor neclarități, probleme practice pe marginea temelor abordate, identific rii anumitor idei principale i concluzii împreună cu profesorul; studenții dobândesc abilități teoretico-practice, precum i de analiză i sinteză a informației. Seminarul oferă posibilitatea de a determina nivelul de independență i responsabilitate a studentului în cadrul procesului de învățământ, de a releva abilitățile practice i analitice ale fiecărui student. Metode. Logic i descriptiv, monografic, analiză i sinteză. Rezultate. Ajung la concluzia că pregătindu-se pentru seminare, studenții dobândesc abilități practice și teoretice de lucru cu manualele, analizează i studiaz informația, selectează ideile principale; generalizează i sistematizează informația studiată, pregătindu-se pentru răspuns. Studenții se învață să - i exprime liber gândurile, să vorbească fără a se folosi de conspect; să - i argumenteze poziția, să - i susțin punctul de vedere, să stabilească un contact cu auditoriul, ș.a. Respectiv, cel mai oportun e ca pentru orele de seminar să fie abordate astfel de teme în care studentul să dobândească nu doar un anumit volum de informație, dar și soluționarea practică a diferitor probleme. Una din cele mai des utilizate forme de desf urare a orelor de seminar la specialitățile cu profil economic le constituie dezbaterile.

Cuvinte-cheie: *tehnici de predare, seminar, seminar-dezbateri, predare modernă.*

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Introduction. Education in our country has entered a period of fundamental change, characterized by a new understanding of the goals and values of education, awareness of the need to move to continuous education, new conceptual approaches to the development and use of learning technologies, etc. Implementing many of the challenges facing the education system at the present stage, the task is impossible without the use of innovative methods and tools. On the other hand, the very formulation of these tasks creates the conditions for the most complete and effective disclosure of the potential of innovative education. The urgency of the consideration of practical techniques for workshops disputes increases, as the correct organization of the seminar-dispute, the procedure for carrying out impact on the efficiency of student mastery of the material. Effective seminar involves purposeful preparation, when teachers and students are adjusted to serious work. Moreover, the question of quality education and development of personal and professional qualities of the student are closely interrelated. Lecture laying the foundations of scientific knowledge, and seminars focused on the details of this knowledge on the development and consolidation of skills of professional activity. Of course, a seminar for students is a mean of cultural development of scientific thinking. The seminar provides an in-depth study of the economic discipline, the development of methods of scientific knowledge.

Basic text. Methodological beginning of the theory of learning in higher education is a theory of knowledge. Legitimacy of the theory of knowledge is directed to mental activity of students on an objective understanding of the environment, an objective assessment of the events, legitimacies and relationships. Science education is seen as a complex knowledge of contradictory process of going from ignorance to knowledge, from incomplete knowledge to more complete knowledge of the objects of knowledge and requirements of the objective world to the knowledge of nature, laws of ties.

In the framework of the methodology an important position is the position of the theory of knowledge, which indicates on the existence of objective reality, which essentially means the following:

First, the beginning of methodological learning theory is the theory of knowledge.

Secondly, the laws of the theory of knowledge focused on the mental activity of students on an objective understanding of economic phenomena.

Third, the theory of knowledge is inextricably linked with the dialectics of thinking.

Fourth, thinking in the educational process is the main tool in cognitive activity. In the process of thinking the person has your understanding of the world.

Fifth, through thinking in the learning process, the student identifies the basic, essential forms of its understanding [4].

On this basis, the workshop is one of the tools of the theory of knowledge.

The form of organization and holding are several types of workshops:

1. Seminar-discussion is conducted in the form of expanded talks on the plan developed by the teacher with a brief introduction and conclusion, involves training classes to all students according to the plan. This form allows you to involve the majority of the audience in active discussion threads.

2. Seminar-hearing when there is a discussion of reports and papers and assumed prior distribution issues between students (listeners), preparation of reports and abstracts.

3. The seminar-dispute involves collective discussion of any issues in order to establish ways of reliable solutions. Seminar-dispute held in the form of dialogic communication participants. It involves high mental activity of the participants, instilling the ability to debate, to discuss the material, to protect the views and beliefs, concisely and clearly express their thoughts.

4. Innovative seminar is a form of organization of joint activity of individuals to address diffuse, complex problems using a systematic analysis, technology solutions group, various techniques of thinking. A teacher that uses in his work an innovative workshop turns into a researcher, as well as an expert in the field of management, organization, behavioral science, and perhaps as a Methodist.

5. Mixed form of a seminar, which combine discussion of the reports, free performances of students as well as controversial discussion [1].

Let us consider the particular seminar dispute as one of the main directions of innovative education and economic disciplines, and most forms of collective work of students. Workshop dispute involves collective discussion of any issues in order to establish ways of reliable solutions. Seminar-dispute held in the form of dialogic communication participants. It involves a high mental activity, imparts skills to debate, to discuss the problem, to defend their views and beliefs, concisely and clearly express thoughts. Functions of the actors at the seminar-debate may be different.

Table 1

Functions of dramatic persons at the seminar-debate

| Personage | Responsibilities |
|---------------|--|
| Speaker | It is set out in summary form the essence of the protected point of view, positions |
| Co-lecturer | Argues, proves, illustrates the position of the speaker, can provide statistical information, facts |
| Opponent | To express their own point of view on the issue (different from the chosen speaker) leads counterexamples and counterarguments |
| Expert | Is responsible for the comparative analysis of the arguments and counterarguments, determines their validity |
| "Provocateur" | Specifies the "controversial" issues, resulting in unexpected examples - initiate a general discussion |
| Assistant | It provides logistical support (posters, charts, diagrams, and so on.) |

References: [3].

The main functions of the seminar-dispute are informative, educative function, control richness, depth and regularity of independent work of students, as well as organizational orientation and systematized. Educational debate – a method of problem-based learning. It is used in the analysis of problem situations, when you need a simple and unequivocal answer to the question, while there are alternative answers. In order to involve all participants in the discussion it is advisable to use the method of cooperation, based on mutual learning while working together. In this case, integrated intelligent effort and energy of fellow students to achieve a common goal [2].

When academic cooperation is necessary to use such a scheme of action:

- 1) define the problem;
- 2) form small groups, assign roles;
- 3) bring to the discussion group.

Thus, the seminar-dispute is a specially prepared and organized scientific debate on the current topic, which involves members of permanent staff and the parties arguments in support of their positions.

Criteria for assessing the effectiveness of the seminar-dispute

The results of the seminar-dispute should be formed in students the knowledge and skills and the ability to convincingly defend their own point of view on the subjects. In terms of the effectiveness of the teacher in preparing, conducting and summarizing the results of the seminar-dispute can be divided into three groups of criteria: criteria for evaluating the content of seminars, assessment criteria methodology workshop-dispute, the criteria for assessment of the organization of the seminar-dispute, evaluation criteria guide the work of students on seminar-dispute.

Group 1. Criteria for assessing the content of seminars.

- Compliance with the theme of the seminar work program;
- Quality of the plan of seminars (completeness, detail or disconnectedness, contradictions and inconsistencies);
- Clarity of statement of purpose and objectives of the workshop;
- Consideration of the issues from the standpoint of contemporary economic schools of science and technology;
- Disclosure of the relationship of theory and practice;
- Professional orientation seminars, is the integration of theoretical material to future practical activities of students;
- Implementation of the content of seminars interdisciplinary and interdisciplinary connections [9].

Group 2. Criteria for assessing the methodology of the seminar-dispute.

- The validity of the choice of dispute as a of the seminar;
- The general logic of the seminar, the sequence of discussion of the topic;
- Inclusion in the work methods of activating students' thinking;
- The use of methods of securing the information presented;
- Paying attention to effective methods of monitoring the progress of the discussions and the results of students' work;
- The application of technical training, training manuals [1].

Group 3. Criteria for assessing the organization of a seminar-dispute.

- Match the length of the working class program and thematic plan;
- Having a plan dispute;
- Clarity of the start and end of the seminar-debate (no delay time), as well as the rational allocation of time in class; although the events at the seminar-debate may develop differently than it provides teacher.
- Attendance and discipline at the workshop;
- The level of preparation of students for the workshop;
- Availability of the required amount of literature that provides independent work of students in the preparation;
- Compliance with the audience, which held a seminar-debate, the necessary rules and regulations (the possibility of the use of technology, design and so on).

Group 4. The evaluation criteria guide the work of students at the seminar-dispute.

- Monitoring the preparation of students required materials, reflecting the results of independent work with literature prior to the workshop;
- Encouraging students to the statement, analysis of speeches and comments made during the seminars;
- Control group: the ability to establish contact with students;
- Summarizing, evaluation of students, tips for improving training of students, the answers to questions from the students during the final word;
- Setting tasks for the next seminars.

The supreme achievement of the seminar-dispute can be considered a situation in which produce methodological tools and ways of working, and students use them on their own that stimulates the creative search of new opportunities. As a result, the effectiveness of the seminar can be assessed such important in terms of teaching quality criteria such as:

- 1) the development of skills of independent work of students, the development of skills of self-searching and processing information. This is facilitated by the homework, the formulation of questions for the preparation, the indication of primary sources.

2) strengthening the intellectual activity of the students, as well as stimulating mental activity (memorization and accurate reproduction of the information; productive activity: analysis and synthesis intellectual activity of students).

Methods. It should be noted that in the context of economic change alone classical academic education is not enough to be a professional in any field of the economy; the need to establish professional competence, skills and extensive industry knowledge. Large-scale economic transformation and the ensuing modernization of the education system have caused the development of active forms and methods of teaching students. Hallmarks of economic education is the fact that this trend is due to the training of managers in enterprises that operate in the market and set among the main objectives of improving the profitability of the enterprise, especially in the face of international competition.

The dispute - a specially prepared and organized a public debate on scientific or socio important topic, which involves two or more parties to defend their positions. The workshops-debates is to form value judgments, approval worldview [1].

The success of the dispute requires considerable training, focused on the introduction to the problem, and establishment of an adequate atmosphere of the audience. The success of the dispute is largely determined by the subject, as well as thought-out organization of the seminar, training for teachers and students. Educators need to think:

1. The objectives of the seminar-dispute;
2. Forecast for the discussion of selected issues;
3. The possible answers or value judgments;
4. The conclusions which members can come as a result of the discussion.

Lecturer at the seminar-dispute in the lead role performs the following functions:

1. The right to speak and who wish to speak to opponents;
2. Regulate the order of speeches to express their own comments;
3. To ensure the continuation of the discussions during the workshop.

At the end of dispute, evaluate the following:

1. The depth of the set and the sides discussed issues;
2. How true were the answers and the quality of these responses;
3. Activity and depth of preparation of individual subgroups of students and classes in general.

The debate at the seminar gives a boost to its own reflection (as a student and teacher), sometimes helping reveal resolving problems.

Preparing students for the seminars. Experienced teachers, creating an atmosphere of creative work, orient students to the performance evaluation of character, discussions, combining them with the simple statement prepared by the hearing of the abstracts. Given the personality of students, the teacher controls the discussion and assigns roles. Self-doubt, students are offered uncommunicative questions that give the opportunity to speak and to experience the psychological feeling of success. In the organization of seminars implemented the principle of joint activities. Collective efforts can improve the efficiency of learning. In addition a seminar debate effective when carried out as a pre-prepared joint discussion of issues put forward by each of the participants. Implement a common search for answers to the training group, the possibility of disclosure and justification of different points of view of students. Such workshops provide control over the assimilation of knowledge and contributes to the development of scientific thinking of students.

Preparation of teachers to a seminar-dispute. It is of great importance for the entire course of the seminar is its methodology. Seminars preceded by a long thorough preparation. As a rule, the teacher seeks to link the theme of this seminar lessons from previous employment, building thus a single logical chain of knowledge of the discipline. In addition, students are required to inform in advance the topic and questions for the workshop, for example, at the beginning of a semester.

Unlike seminar dispute on other types of workshops is to maintain a constant composition of the group. In order to better absorption of the material can even be used incorrect statements not necessarily immediately ready to give the correct answer and make a statement of the student's subject for discussion.

For a successful seminar with creative discussions there is a need for targeted preparation. And teachers and students should tune in to a serious and in-depth critical analysis of the scientific literature and read the content you listened to a lecture on the subject. Teacher gives students specific tasks for independent work in the form of problem-formulated questions that require them to not only search the

literature, but also develop their own opinion that the holder should be able to argue and defend (to defend its position and reject contrary to his colleagues' opinion).

The purpose of employment must be very clearly stated by the teacher to organize the rest of the training: the selection of issues for discussion, recommendation of literature for self-study, the purpose of the speaker, the wording of the essay topics (if provided), etc. This work should be well planned teacher.

In summing up the lessons and evaluating student performance, should be admitted to fix their mistakes in a mild form of these shortcomings. Special tact is needed in relation to the weak students in a timely manner can be noted, even small progress in their knowledge and ability to express their thoughts on the economic issues will strengthen their faith in themselves and further enhance the activity.

Conclusion. Thus, the proper organization of the seminar-dispute is the joint efforts of the teacher and students, and implies respect for the basic rules of the debate. The effective conduct of dispute depends on the quality of preparation of students for the stated theme. Workshop dispute has a special goal – building a worldview, the formulation of value judgments. Seminar-dispute involves collective discussion of any issues in order to establish ways of reliable solutions. Workshop dispute involves a high mental activity of participants that instills the ability to debate, to discuss the material, to protect the views and beliefs while clearly expressing their thoughts.

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