

Micromanagement now refers to an urgent problem, worthy of attention of the contemporary theorists and practitioners of management science [2].

Conclusions. Micromanagement is an attempt to have excessive and detailed control over the subordinate workers. Of course, the process needs to be controlled. However, it should be completed quietly and unobtrusively. To find the right balance between the freedom and control is the care of a good manager.

### **References:**

1. Ganon M. J., Flood P. C., Paauwe J. Managing human resources in the third era: economic perspectives // *Business Horizons*. – 2015. – May–June. – P. 41.
2. Hall D. T., Goodale J. G. Human resource management. Strategy, design and implementation. – Glenview, USA; London, England, 2014. – 716 p.
3. Johnson V., Peppas S. Crisis management in Belgium: the case of Coca-Cola // *Corporate Communications: An International Journal*. – 2003. – № 8/1. – P. 18–22.
4. Lippens W., Schmitz-Ohlstedt F. *Jm Kreislauf der Wirtschaft*. Bank – verlag. Koln, 2013.
5. Mirvis P. H. Human resource management: learders, laggards and followers / / *Academy of Management Executive*. – 2015. – № 11/2. – P. 43–55.

*Natalia Batryn*

*Ternopil National Economic University*

## **STUDENTS' PERCEPTIONS OF TEACHING METHODS USED IN BUSINESS ENGLISH CLASSES IN ECONOMIC UNIVERSITY**

Nowadays many teaching methods and strategies are available in higher education offering instructors various alternatives to achieve their teaching goals. A new age of learners requires proactive approaches to integrate innovative teaching into classroom. However, students respond differently to different teaching methods having their personal preferences. Students' evaluation of teaching methods and strategies is an effective tool that can provide valuable feedback on what they perceive to be more appropriate for them in the process of learning.

The instructors in Ukraine have flexibility to employ the methods they find to be effective, but due to the long-term difficult economic and political situation in the country that negatively influences the professional development of educators, it is not exactly clear what methodologies and strategies are being applied in the university classes and how the students perceive the selected teaching methods for learning different disciplines.

The purpose of the study is to evaluate students' perceptions of various teaching methods and strategies used in Business English classes and identify the teaching methods that lead to quality teaching and learning.

The objectives of the study are to explore how often the selected teaching methods are used by instructors; to analyze the opinion of students about the teaching methods they perceived as the most interesting (least interesting) and the most

effective (least effective); and to develop recommendations for improving the teaching process by taking students' perceptions into account.

The sample population for this study is 250 students of Ternopil National Economic University, Ukraine (148 females and 102 males), and their perceptions of appropriate and preferable teaching methods provide valuable ideas for scholarly investigation. The research questions are the following: (1) What teaching methods are the most frequently used by the instructors in Business English classes in the university? (2) What teaching methods are the most (least) interesting and appropriate for learning Business English? (3) What teaching methods are the most effective in Business English classes? Mixed methodology was applied to conduct the research study. During the second stage 12 instructors were interviewed providing their responses in regard to what methods and why they apply in their classrooms.

The study was conducted at the Ternopil National Economic University, Ukraine. 200 students completed a questionnaire designed to determine their perceptions of the various teaching methods used for teaching Business English in the university. The questions were developed to find out their opinion about how often the selected teaching methods were used by their instructors. A four-point Likert scale was applied suggesting the answers «always», «regularly», «sometimes» or «never» (4, 3, 2, 1). Before completing the questionnaires, the students were provided with a description for each method and had a short conversation with an instructor to ensure that they have no questions in regard to terms' definitions. Besides, the students were asked to rate the selected teaching methods using a five-point rating scale and clarify reasons for their choices.

Thus, both traditional and interactive methods were used in Business English classes. 60 % of students reported that traditional methods were *often* used, 24% reported them as *sometimes* used, and only 22% reported them as *always* used. Interactive methods were reported by 13% of students as *always* used, by 30% as *often* used, and by 44% as those that were *sometimes* used. According to the findings, 21% stated that group discussions were *always* applied in the classes, 62% stated that group discussions were *often* applied, and 16% noted them as those that were *sometimes* applied. Individual presentations had been *often* used (as reported by 32% of students), however, 10 % noted that individual presentations were *never* used in the classes. High proportions of the students also reported a certain amount of use of the brainstorming: 58 % reported its use *often*; 11% reported its use as *always*. Case-study method was reported as *often* used by 59% of students, and as *sometimes* used by 33%. By contrast, nearly the half (51%) reported that role play had *never* been used in the classes.

The findings of this study would be relevant to teachers, students, university administrations, and Ministry of Education. Effective innovative teaching methods improve the performance and learning of university students. The future areas of research should be focused on the ways of improvement the dialogue between instructors and university administrations in regard to application the effective teaching methods to achieve quality teaching under the challenging conditions in Ukraine.

## References:

1. Altomonte, S., Logan, B., Feisst, M., Rutherford, P., & Wilson, R. (2016). Interactive and Situated Learning in Education for Sustainability. *International Journal of Sustainability in Higher Education*, 17(3), 417-443.
2. Berek, D. M. (2013). Active learning. Salem Press Encyclopedia.
3. Government Portal. Gov't approved plan aimed at enhancing learning English for the period until 2020. Retrieved from [http://www.kmu.gov.ua/control/en/publish/article?art\\_id=248885777](http://www.kmu.gov.ua/control/en/publish/article?art_id=248885777).
4. Kutbiddinova, R. A., Eromasova, A. A., & Romanova, M. A. (2016). The Use of Interactive Methods in the Educational Process of the Higher Education Institution. *International Journal of Environmental & Science Education*, 11(14), 6557-6572.
5. Kurt, M. (2015). Which methodology works the best? English language teachers' awareness of the innovative language learning methodologies. *Education*, 135(3), 309-322.
6. Mackenzie, N. M. (2015). Interactive Writing: A powerful teaching strategy. *Practical Literacy: The Early & Primary Years*, 20(3), 36-38.
7. Rimbly, M., Mckeown, M., Beck, I., & Sandora, C. (2016). Supporting Teachers to Implement Contextualized and Interactive Practices in Vocabulary Instruction. *Journal Of Education*, 196(2), 69-87.
8. Vujovic, P. (2016). Improving Teaching Skills: From Interactive Classroom to Applicable Knowledge. *Advances In Physiology Education*, 40(1), 1-4.
9. Yakovleva, N. O., & Yakovlev, E. V. (2014). Interactive teaching methods in contemporary higher education. *Pacific Science Review*, 1675-80. doi:10.1016/j.pscr.2014.08.016.

*Mette-Marie Borgstrøm, Christina Garner Sixhøi,  
Bjarne Rerup Schlichter  
Department of Management, Aarhus University  
Business and Social Sciences,  
Aarhus, Denmark*

## **AN INVESTIGATION OF WHAT IMPACT BEING A STUDENT TEACHING ASSISTANT HAVE ON HIGHLY QUALIFIED STUDENTS**

### **Extended abstract**

#### **Introduction**

Universities are faced by constantly challenges regarding their approach to educating students. The Danish government puts a pressure on the Danish universities to have a higher focus on being elite universities. This forces the universities to retain the highly qualified students in academia. In combination with this challenge, AU is faced with lower and restricted financial support and an