Materials of conference

INNOVATION TECHNOLOGIES OF STUDENTS' TRAINING AT TULA INSTITUTE OF MANAGEMENT AND BUSINESS

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The major task of educational space integration, on the opinion of the Bologna Declaration developers, is the increase of European and Russian educational systems quality, the educational service appeal guaranteeing due to substantial perfection, professional exchange and scientific communication channels creation. However, together with positive changes within the system of Russian Education the following recessionary features are specified: the listeners' contingent change, as the paid education allows entering higher educational institutions to the enrollees with poor educational level, that creates serious conflicts in the "teacher-student" system in some instances; the loss by the institutes of the socializing function and the transfer to the relations between the teacher and the learner according to the "delivering-getting a service" principle; the presence of ill-founded educational innovations, the application of foreign training and up-bringing methods.

The quality problem is a predominant one in the National project, which is actively being realized in the education of Russia. Certainly, the choice of specialists' training technology – is an efficient means of getting and retaining advantages in the competitive edge. The changes in curricula and programs, teaching methods, internal activity organization can be referred to purely pedagogical innovations. The sources of renovation and educational process efficiency upgrading in training students of a private educational institution of higher professional education the Tula Institute of Management and Business are the following components: creativity, humanization, and educational management. The formation of innovation directivity supposes the availability of special criteria allowing judging about the efficiency of this or that innovation. Today, besides the traditional criteria, the teachers use the student's knowledge rating estimate, which is formed by the accumulation of semestral (intrasemestral) marks at different kinds of Certifying Examinations. The announcement for the student of his rank (place), which he takes in the group, stream, course, specialty both in all and separate disciplines according to his rating serves an important psychological moment. The transfer to rating estimations, as the experience shows, increases the contentiousness of students, touches their ambition, and promotes the academic activity. Besides, the rating estimations got by the accumulation of intrasemestral ones are more objective than the results of one-time examinations and promote a methodic work during a semester. The rating system supposes a leave from a traditional four-point appraisal. It allows making the training quality control more flexible, having a constant informative feedback about the students' material adoption level and carrying out an appropriate adjustment in the discipline teaching methods in the process of training. The Institute teachers use the following innovation methods of training: the problem and project methods of teaching, analytical abstracting, task approach, research method, presentation method and others. While developing the disciplines and organizing extracurricular learning sessions the teachers orient themselves not only to training a professional, a specialist able to meet competitions, but also to the formation of moral standards and directives in students. That is why the leading principles of students' up-bringing appear: the humanization principle, i.e. the recognition of the student's personality as self-worth; the esteem of its unicity and singularity; the formation of healthy life style need; the principle of professional orientation – the acquisition of professional community ethic norms by the future specialists, the formation of responsibility for their professional activity results; the principle of consistency – the establishment of interaction relations between the subjects of extracurricular activity in the integrated educational programs implementation; the voluntary principle – gives the student the right of choice of various extracurricular activity (scientific and creative) participation forms; the stimulation principle – is based on moral and material incentives of students for their achievements in scientific (the base Institution of higher education diploma, honor certificates), academic (using different forms of resulting control for advanced students), creative (diplomas and certificates for active participation in the Institution life), sport (certificates for healthy life style achievements), social and other activities.

By the virtue of the abovementioned one can emphasize the following directions in the strategy of educational work with students:

I. Intellectual education.

Purpose: to release and use the educational potential, which lies in the knowledge, in the process of studying a block of general professional disciplines by the students.

Tasks: to perform the training of specialists on the basis of deep fundamental knowledge; to develop cogitative faculties – the ability to realize

professional situations, to find the ways for their solution, to fulfill the necessary for this operations, to make correct conclusions; to work out the creative activity skills in students, to perform the definition of objectives, analysis, planning; to form the internal need for self-education; to pay attention to solitary work organization perfection.

II. Patriotic education.

Purpose: to teach students to get to the heart of the Motherland matter covered in the spiritual life of the Nation, in traditions and customs, historical memory.

Tasks: to develop social memory; to study fundamental and applied research of patriotism phenomenon, its traditions and present-day manifestation forms on the basis of interdisciplinary interaction; to introduce social practice and scientific findings into the academic and extracurricular activities.

III. Esthetic education.

Purpose: the development of emotionally fertile and spiritually eminent relation toward the outworld, the ability to render their esthetic experience.

Tasks: to form a high culture in students; to extend their outlook in the field of Arts, to teach them how to value and understand the beautiful.

IV. Labour education.

Purpose: involving into active creative labour.

Tasks: to form working practices; to develop positive personality traits promoting the formation of professional directivity of the future specialist; to inculcate industriousness, diligence, activeness, mobility.

V. Physical education.

Purpose: “The student’s unimpaired health is the basis of excellent studies”.

Tasks: the students’ unimpaired health need updating; to put into effect the propaganda of physical culture and sport as a healthy life style component.

The main condition for the strategic tasks implementation is seen in the creation of the students’ professional-pedagogical support concept. The pedagogical support on the part of the teachers supposes the preventive and operative help to the students in their solution of individual problems connected with physical and psychic health, social and economical status and successful advance in studies, effective business and interpersonal communication, life, professional and esthetic choice. The students’ work shadowing is defined on the part of the teachers by the success situation creation mechanism. The success is, first of all, connected with a sentiment of joy and emotional rise. As the practice of the Institution faculty teachers shows, the key to the success situation creation is a mutual readiness to conduct a dialog. The dialog technologies have the following organizational structure: 1) a certain activity attitude (emotional preparation of the student for an academic problem solution); 2) the provision of the activity, its division into operations (the creation of conditions for its successful solution); 3) the comparison of the obtained results with the required ones (the dedicated academic labour result). When preparing and planning an academic dialog, the teacher should be able to: select the educational material taking into account the subjective experience of students, on the basis of which the dialog organization is possible; emphasize the backbone discussion questions; plan the model of the teacher and student intercommunication; select didactic materials promoting the dialog interaction; work with due account for the student’s subjective experience; put questions correctly and not to express negative judgements; generalize the utterances of students giving them a scientific character. Besides, for the creation of a favourable climate and creative and kindly atmosphere maintenance one has to: show a respectful attitude to and demonstrate a trust in the student; personify the encouragements for a good work and participation in the dialog; render a timely and differentiated help; manifest one’s own personal enthusiasm; stimulate the learners’ interest; render an assistance for students in working out in them a positive self-feeling. For a further higher institution’s students’ education innovation technologies introduction it is necessary to perfect the material-technical and didactics and methodical base and to raise the teachers’ competence level.

Brief

The integration of the educational space demands the increase of all learners’ categories training quality. One of the open education problems is the insufficient level of enrollees’ basis training, the lack of the ability to study independently in them, the use of non-adapted methods of professional training, which were borrowed from educational systems of other countries, by higher education institutions. For the students’ training academic process efficiency increase at the private educational institution of higher education the Tula institute of Management and Business the following work directions are used: creativity, humanization, educational management. For these tasks implementation it is necessary to work out the concept of students’ professional support.

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AN OPEN SYSTEM OF A CONTINUOUS EDUCATION AS A VECTOR OF DEVELOPMENT OF THE HIGHEST PROFESSIONAL EDUCATION

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Nowadays, an active entering of corporations into the highest professional education is observed (for example, "Modern Humanitarian University", having been founded in Russia, with 180,000 students). It is enough similar examples both in Russian system of education and abroad.

In the present state of affairs, the problem of "survival" of regional institutes of the highest education is relevant, may be they are not as massive as corporate ones but they fulfill their state, social and public roles. They are exactly regional highest institutes which play city-forming, cultural and other functions, that is why they need a mechanism, which would allow them to oppose numerous challenges to their prosperity and even existence from the direction of "mega-institutes".

The basis, which would allow regional institutes to be able to compete, may serve an open pedagogical system, with the following features (S.L. Timkin [5]):

- a formation of "a consumer for the whole life";
- a support of innovation – educational work and a formation of innovation-educational collective;
- an open interaction with others educational systems of different levels;
- supplying students and teachers with temporal and spatial mobility;
- united informational-educational environment of a continuous education.

Many researchers (A.A. Andreev [1], G.V. Majer [3], V.I. Soldatkin [1]. V.P. Tikhomirov [6] and others) point at organic bond between the conceptions of an open and continuous education and the distance one. An organic union of traditional and distance educational technologies is essential.

In 1999, V.V. Verzhbitskij and E.A. Manushin [2] surveyed 5650 respondents aging 18-45 from 22 different Russian subjects. 98% of respondents, who are interested in education, as a condition to it pointed out at the realization, at least one of the main characteristics of distance education: openness, flexibility, a possibility of combination of study and work, remotability, etc.

Essential characteristics of open system of education are listed in the work [4]. Let us sum up their main points:

1) an openness of a system supposes to take as a source a man – an origin of development but not a system in its current state;

2) an open education gives free access to informational recourses of the whole world;

3) an open education gives an opportunity to choose the education strategies;

4) an open education assumes personal directivity of the process of education.

An open system of education is to be built on the conception of "education through the life". It should be noted that continuity and openness of education are interrelated and essential features of an open system of the highest professional education. In this case it is better to indicate an open system of continuous education. The system should provide for both highly-skilled specialists' training and raising their professional skills after the diploma period.

Distance – teaching (DT) as a component of open system of continuous education may be realized in the following cases:

- pedagogical technology of a case distance teaching;
- pedagogical technology of a satellite distance teaching;
- pedagogical technology of a network distance teaching.

In the present conditions, for a wide spreading of DT it is essential to resolute a complex of problems which reflect world-outlook, theoretical-methodological, technological, legal, social, financial-economical and other aspects of this new form of education.

The main pedagogical principles of DT are: learner-centered character of educational process; practical – centered content of education and kinds of activity; module organization of education programmes; activity and independence of students as the main subjects of education; problem and dialogical character of interrelation in the educational process; self – organization of students' activity and reflexive character of this activity; independence, implying an inner motive of getting education; context of education; an electivity of education, giving to the students free choice of a goal, content, forms, methods, sources, level of educational results' assessment.

Let us point at the principles of distance teaching's organization:

- choice of synchronous and asynchronous system of distance teaching (in some cases their combination);
- inclusion of series of subsystems into the system of distance teaching;
- choice of educational methods by principle "I - myself", one to one, one to many, many to many;