

## **MODERN TECHNOLOGY TRAINING IN PREPARATION FOR FUTURE ECONOMIC SPECIALIST AREAS**

TOVKANETS Anna, UA

### **Abstract**

The article discusses the problem of didactic technologies efficiently train future professionals. Characterize the conceptual basis of case-method, training methods and the project as active learning technologies. Such interactive methods promote the formation of creativity and creative performance, originality of ideas, flexibility, detail. Educational value of interactive methods involves creating a self-study situations students, vision problems and their solutions, develop the ability to debate and discuss the situation.

**Key words:** interactivity, technology, education, case method, business game, training, professional education.

### **MODERNÍ VÝUKOVÉ TECHNOLOGIE V PŘÍPRAVĚ PRO BUDOUCÍ EKONOMIKU**

#### **Resumé**

Příspěvek pojednává o didaktických technologiích, které by mohly účinně vzdělávat budoucí profesionály.

**Klíčová slova:** interaktivita, technologie, vzdělávání, případová metoda, instruktáž hospodaření, odborné vzdělávání.

#### **Entry**

Industrial world enters a new stage of historical development, of technotronic civilization, which is not a subject of the laws of industrialism. Progress towards a "new society" is in process of the development "superindustrial Revolution".

In recent years, due to the transformation of socio-economic processes the constant searching for new technologies of the formation of skills, abilities in the world and European higher education system. The necessity of the search is determined by general orientation of education, its orientation is not only to obtain specific knowledge but the formation of professional competence and skills of mental activity, the development of personal skills. The formation of economic thought, economic activities in terms of new philosophical approaches in the future specialists – is an urgent need and challenge of modern higher education.

In economic science the emphasis is increasingly shifted from relations between human and material values on the very relations between people in the widest sense. Therefore, educational technologies in the system of economic of training should be focused on the formation of aptitudes and skills of collective cooperation, understanding of psychological features of personality. Ability to enrich the outlook and the moral basis of judgments as a separate individual and collective students' opinion provide interactive technologies, which promote active life position, professional skills and human values. In our opinion, among the large number of models of interactive technologies, we should distinguish the following situational modeling: case-method, business play, training, project training.

#### **1 Features of the method of situation analysis**

Method of situational analysis - case-method - allows the dialogical training mode, during which an interaction between the partners of pedagogical process aimed to form mutual

understanding, common decision of training assessment, the development of personal qualities of participants. The concept of the case-method's idea is as follows:

1. Obtaining knowledge on the subjects in which the truth is pluralistic, that means, there is no single answer to the question, and there are several answers differentiating according to the degrees of essence.

2. Developing of knowledge and not only mastering it, student's and teacher's co-creativity creates an atmosphere of democracy in the process of obtaining knowledge.

3. The result of applying the method is not only knowledge but also professional skills.

4. Development of specific situation model that happens in real life and reflects the complex of practical knowledge and skills that students need to get, with the teacher acting as moderator, generating questions, record answers and support discussion.

5. Focus on development of value systems of students, professional positions, vital installations and professional outlook.

Terms of efficiency of case-method are: distinction of defined and purposed aim of creation; compliance level of complexity illustration of several aspects of the real-life situation, the urgency of the problem; illustration of typical situations, directing the development of analytical thinking, a discussion of the situation, the presence of several solutions. Interactive methods primarily facilitate the formation of certain parameters of creativity that American psychologist E. Torrance (1) has provided a creative performance (ability to nominate a large number of ideas per unit time), originality (the ability to come up with unique ideas that may surprise); flexibility (the ability to consider the subject fully, ability to consider while deciding various factors: economic, geographic, political, personal, medical, national), detail (ability to work on the idea - "grind" idea, as long as you want to give it gloss, form of completeness (or incompleteness and infinity). Pedagogical value of case-method is to form self-study situations of students, their own vision of problems and solving them, develop the ability to debate and discuss the situation with their students and teachers. Being interactive teaching methods, case-method gains the positive attitude of students, providing a theoretical exploration and practical mastery of the material, it affects the professionalism of the students, promotes maturity, experience creates interest and positive motivation to learn. Simultaneously, case-method acts as a way teacher thinks, his special system allows you to think and act differently, update creative potential.

## **2 Business play as a choice in teacher interaction**

Business play - a type of interactive technologies that implement subjective - subjective approach in the educational process. There are two types of business games - role playing and imitation. (2). Imitating games involve mostly play situations. They are held to find ways to improve the quality of the participants in the future. Role play, unlike the imitation is based on the conventional roles for participants. This makes it extremely dynamic in collective personal relationships, so students learn to work in groups, because it is believed to have positive changes under the influence of the individual activities of the team. Classes in the form of business games provide an opportunity to form a sense of belonging to the group, a desire to establish relationships with other team members. In some time the need for sympathy is dominating in the group, and at the forefront there is an issue of close emotional ties of partnership.

In the structure of the business game we need to stand out: the purpose, acting persons, the nature of the modeled situation (drafting, reception of visitors, conducting of meetings, conferences, seminars, meetings); nature of the role play process (how the game goes: defining the stages, consistency, determination of acting persons and their functions, the nature of assessment results), providing instruction to all participants of the game, the game

materials, literature, descriptions, identification rules of the game, the determination of time for preparation and conduction of the game.

Working out of business game begins with identification learning tasks, aim. In a view of it the professional work is analyzed, modeled and its perspectives are determined. It is important to get acquainted with qualification characteristics of specialist, define its functions, in performing of which the conflict situations may appear. The game is available where a decision may be different, is not rigidly fixed, where the right of choice is given.

General psycho-pedagogical value of business games and their components (situations and scenes) is that they concretize for students in notional and emotional references connections between the measures of influence and its results, promote forming of skills to control situations, develop skills to orientate in situations, promotes forming of empathy, control and self-control, reinforce motivational component that is important in professional development.

In the business game modeled situation should sort with the practical basics of the game so that players feel a clear connection to the real activities, and at the same time not tired of unnecessary details and complexity of the model.

### **3 Training as a way of creative training**

Live issue for today is the question of trainings as a form of interactive technologies. In the sphere of education all psycho-pedagogical problems are changing, and begin to concentrate on issues of personality development and self-development, educational interests and educational goal setting of the subject of educational activity, personal reflection, the ability to make a responsible choice and so on.

The Ukrainian psychologist Y. M. Shvalb considers that on the formation and development of creative personality and professional competence should be directed trainings, which have to become one of the leading means of creative professional study. (3, s.191). Trainings have a great prospects of using in the process of formation the future specialist creative personality.

Effectiveness of trainings lies in that during the training classes the initial influence is made not directly on the cognitive field of human psyche (perception, attention, memory, thinking), but through emotional, sensual and motivative sphere. Mere scheme of pedagogical interaction is as follows: teacher's mind → student's experiences and feelings → student's mind → teacher's mind (reverse). Thus, by using various training methods (role play, group discussion, exercises with verbal and nonverbal communication, training of certain skills, video reversal communication etc.) student gains emotion experience in certain situations, his mental states, record and remembers emotional staining during certain training tasks solving. Emotional and sensual experience the intellectual processing and securely stored emotional and by perceptual memory, as a result the students necessary skills are formed, knowledge, ideas, opinions and values that are already perceived as their own, not imposed from outside.

### **4 Method of projects in educational technology**

Interactive technology enriched recently another method – project training or the methods of projects. Project activity as a learning process is characterized by activity, which necessarily involves the mind, heart and hands, in other words self-understanding of information is carried out through the prism of personal relation to it and evaluation of the results in the final product. The advantages of project activities are the skills which are gained by the students, namely: plan their work, preliminary predict results possible, use many sources of information, independently collect and accumulate material, analyze, compare the

facts, suggest their opinions, make decisions, establish social contacts (distribute responsibilities, interact with one another), create "final product" - a material vehicle for project activities (report, essay, film, calendar, magazine, brochure, script) to prepare a series of classes on interesting topics for students, represent the created to the audience; evaluate themselves and others.

Method of projects - educational technology which is focused not on integration of factual knowledge but on its use and acquisition of new one (often through self-education). Active involvement of students in the content of these or other projects enables to learn new ways of human activities in social and cultural environment.

Method of projects in the educational environment, in our viewpoint, provides the formation of social competence (educates the awareness of students to their professional future, to public life, to social life of the country), multicultural competence (trains students to transfer figurative and cultural types in the present, to imagine yourself in the position of others, to understand the uniqueness of each individual), communicative competence (in the process of working in the groups are developing the abilities to perceive and transmit information in real terms), information competence ( encourages the research skills and abilities of students that involve the use of additional literature, computer information sources - the desire and ability to navigate in the information space), self-development and self-education competence (encourages students to self-study, brings up independence of students in a cognitive activity, encourages to develop their own identity by adapting to the demands of life), the competence of the capacity for creative activity (helps to attract students to active search and research work, which in reality is creative activity, the creation project – the creativity of students).

## **Conclusion**

Thus, the overall psychological and educational value of interactive technologies and their constituents is that they specify for students the conceptual, the emotional ties between the impact activities and their results, forces the development of skills in professionally oriented situations, develops skills to navigate in situations, promotes empathy (empathy), control and self-control, reinforces the motivational component that is important in professional improvement.

## **Literature**

1. TORRANCE, E. P.: Exploration in creative thinking in the early school years: a progress report. In: Taylor, C. W. & Barron, F. (Eds.): *Scientifi c creativity: its recognition and development*. New York, Wiley 1964, 173 -180.
2. ШЕВЧУК, П. та ФЕНРИХ, П. *Інтерактивні методи навчання*: Навч. посібник. /За заг. ред. П.Шевчука і П.Фенриха. – Щецін: Вид-во WSAP, 2005. – 170 с. [E-resource / / Access mode: [26.02.2011] <http://chem-bio.com.ua/forteacher-/item/339>
3. ШВАЛБ, Ю. М. *Задачний підхід к построению учебного тренинга в ВУЗе* // Психологічні тренінгові технології у правоохоронній діяльності: науково-методичні та організаційно-практичні проблеми впровадження і використання, перспективи розвитку: Матеріали міжнародної науково-практичної конференції, Донецьк, 27-28 травня 2005 року [Текст] - Донецьк: ДЮІ, 2005. – 214 с.

**Assessed by:** Prof. Ing. Otakar Sláma, DrSc.

## **Contact Address:**

Anna Tovkanets , PhD, Associate Professor,  
Pedagogical Faculty, Mukachevo State University, Mukachevo, Uzhhorod street, 26  
Transcarpathian Region, 89600, Ukraine, tel: +38050 200 33 91; e-mail: [tovkanec@rambler.ru](mailto:tovkanec@rambler.ru)