

THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE TRAINING OF PROFESSIONAL MANAGERS

© 2010 Y.V. Starodumova*

Keywords: the portfolio of educational technologies, module education technology, the system of distance support, control indices of the efficiency of implementing the system of distance support, innovative educational technologies.

The article describes the introduction to remote support as an innovative educational technology in the preparation of professional managers in the MBA program. Defines "portfolio of educational technology, modular technology education; defined format of presenting the material in the system of remote support, as well as benchmarks for performance, the introduction of remote maintenance. The author shows what problems arise with the introduction of new learning technologies.

The main objective of the use of innovative educational technologies in the preparation of professional managers is to reduce the preparation time for enhancing of its effectiveness.

For practical realization the problem of systems' introduction to remote maintenance of the learning process for professional managers is considered.

The system of remote maintenance training of professional managers is implemented in the program shell (as an option, the shell Module) product in the form of a site in the Internet with protected access to:

- ◆ educational materials;
- ◆ results' storage of surveys and tests in a portfolio of student;
- ◆ communicative means that can be a great support in keeping in touch with fellow students and teachers;
- ◆ such accumulative educational sources as lectures, presentations, archive files, links;
- ◆ organization of tests and control tasks;
- ◆ timely feedback to teachers;
- ◆ organization of students' independent work;
- ◆ project work's organization.

The purpose of the use of distance education support professional managers is to form a set of professional competencies of students and to organize an independent work.

The cycle of learning, using a system of remote support, may look like the sequence of the following:

1. Assigning a student login and password, giving access to the closed sections of remote maintenance;

2. Introducing students with a working program modules, obligatory and supplementary literature;

3. Inputting a test with the help of which the teacher could assess the educational level of students, the same test, performed at the end of the module, and will measure the effectiveness of the educational process;

4. The studying of mandatory assignments before the start of the module;

5. Working with the lecture materials, presentations, filling out worksheets, discussions and chat sessions during the passage of the module;

6. Introducing and working on a project assignment - to exchange files with colleagues and teachers at the forum, the organization of file-sharing;

7. Performing a test and examination tasks for the completion of the module;

8. Using the materials necessary for the practical work of the student at the end of the module;

9. Visiting links to online sources with the purpose of studying an additional material as an optional option;

10. Getting feedback from students through tutors, organizing and directing work in the remote maintenance;

11. The studying of satisfaction system with the usage of a remote maintenance training of professional managers.

The main problem for the organization of effective remote maintenance of professional managers is to create a system of motivation for teachers to supply teaching, lecture and test materials in an innovative form of organization

* Yulia V. Starodumova, assistant lecturer of Perm State Technical University. E-mail: star@rmc.edu.ru.

and feedback from the students after the end of the module.

In the case of remote support teacher has the opportunity to transfer some of the theoretical material for the study of students in remote support to start the module. In addition to classroom hours of instruction, students receive an additional opportunity to communicate with their teachers in the remote maintenance in the form of individual and group consultations, chat sessions, forums and discussions.

Testing the same shall be delivered in the remote system support, and each student gets an opportunity in a comfortable mode to pass the final tests.

During the process of participation in the professional managers' training program the students need constant monitoring in order to reach the maximum effectiveness from the impact of remote support.

The introduction to remote support would certainly enhance the prestige of ongoing training programs for professional managers, be-

cause this project will enable students to evaluate the synergistic effect of combinations of contact and distance learning. Moreover, remote maintenance training programs for professional management helps to create an attractive image of the training programs of professional managers who use the educational process modern technology.

Monograph of the Open Distance Education "SA Shchennikov - Publishing house" Nauka ", 2007.

Business Education: specifics, programs, technology, organization / Shchennikov S., Godin V., Evenko L. etc. M., 2006.

The initial course of didactics of distance education / Edited Ovsyannikova V.I. M., 2006.

Quality Assurance System in Distance Education. Proceedings of MIM LINK. Issue 17. Scientific editors: Golubkin V., Chernjavskaja A., Shchennikov S. // Publishing "MIM LINK", 2007.

Fundamentals of the tutor in the open and distance education / Shchennikov S.A., Teslin A.G., Chernjavskaja A.G. etc. Edition 2-e, enlarged, revised. M., 2006.

Received for publication on 23.12.2009