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Interactive Methods of Teaching during Learning the Course “Strategic Management in Education” by the Future Tutors in Higher Educational Institution

Abstract. In the article the peculiarities of using of interactive forms of interaction while studying the discipline “Strategic management in education” have been examined. It is noted that online forms of interaction are used situational and inconsistent, and involvement of the social network services in the educational process of higher educational institution is the exception rather than the rule. Foresight games, didactic SWOT-analysis, Internet resources (blogs, Skype-lectures, multimedia presentations, etc.) are the most effective for training future tutors’ time of studying the discipline “Strategic management in education”.

Keywords: strategic management in education, interactive forms of interaction, preparation, future tutors of preschool educational institutions

1. Presentation of the problem in general form

It is impossible for life to prepare a person for professional activities. Updated about 5% of theoretical and 20% of professional knowledge is annulled. Forms of training of the future tutors of preschool educational institutions in higher educational institution are very diverse. Only taken in judicious combination they were enabled successfully to carry out group and individual education, steadily and consistently improve the level of professional training of the future tutors of preschool educational institutions, and closely link it with their education, personal development and professional training. That is why, according to V. Semychenko, priority in the training of the future teacher is “developing mechanisms of self-realization,” which is possible thanks to this organization the main forms of teach-

ing (lectures, seminars, practical) which aimed at “creating the conditions for the differentiated learning of the students own activity factors (positive and negative) and their correction and self-correction” [Semychenko 2006: 46]. Forms of training and the choice of one or another active method of organization depend on the preferences of the teacher.

2. Analyses of latest researches and publications

In psychological-pedagogical literature the problems of the use of interactive methods of interaction were studied on different levels: a number of works devoted to the use and determination of the effectiveness of interactive technologies in the educational process of higher educational institutions (L. Zdanevych, L. Pyrozhenko, O. Pometun, T. Ramekh, M. Vinogradova, M. Skrypnyk, O. Yelnikova, H. Seleika, L. Bekirova, O. Komar, H. Krivchikova, L. Melnyk, N. Pavlenko, T. Serdiuk, etc.). The research of N. Suvorova, V. Lozova, L. Zaretska, H. Trotsko, M. Smetanskyi and other prove that such interaction can be organized using the introduction in the educational process interactive methods of teaching.

3. Formation of the goals of the article

The purpose of this article is to reveal the peculiarities of using of interactive teaching methods in the process of studying of the course “Strategic management in education” of the future tutors in higher educational institutions.

4. Presentation of the main material

Current state of the economy of Ukraine is characterized by large-scale processes of socio-economic development.

On this basis, particular relevance is the exploring opportunities for effective management in education in the conditions of crisis is of particular relevance, the study of the causes of its development and control the allocation of funds. The study of the discipline “Strategic management in education” provides for the acquisition by students of theoretical knowledge and practical skills in the methodologies of strategic planning and management, creation of flexible systems of management in terms of adapting education to a complex, dynamic, difficult to predict environment. The purpose of the study of the discipline “Strategic management in education” is the formation of knowledge, abilities and skills, development of abilities, which allow to master the basics of strategic management in education. The study of the course is based on the use of knowledge of

the theory and practice of management, pedagogy, psychology, acmeology, and sociology. The program provides for the use of active learning methods: problem lectures, seminars, case discussions, analysis of situations, simulation training, role-play and exchange games. Control of knowledge is conducted in the form of credits, which is to assess learning material by students “Strategic management in education.”¹

U. Petty the founder of English classical political economy was the first who suggested the idea of that people with their manufacturing abilities constitute the richness in the seventeenth century and attached the useful properties of man in their money value the concept of “capital.” I. Fisher’s theory of capital in the early twentieth century became the basis of the origin and development of the broader concepts of human development, and economic thought in the process of evolution came to an introduction to the scientific revolution and the justification of the concept “human capital.” In the second half of the twentieth century Theodore Schultz perceived the formation and development of human capital in the development of skills and knowledge, which are provided by the school education, workplace learning, enhancing health and increasing the stock of economic information. Human capital is simultaneously the subject to the impact of policies, programs, projects, and the resource that undergoes constant renewal through the implementation of appropriate tools of strategic management. Therefore, the course “Strategic management in education” was introduced into the process of training future tutors in higher educational institutions in the preparation of the future tutors consider not just management of human resources as implementation of the overall strategy of the individual organization, but also as a strategic human resource planning for socio-economic development of the region [Матвійшин 2011: 7-8].

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Effective means of preparation of the future tutors is the method of SWOT analysis during the studying of the discipline “Strategic management in education.” The acronym SWOT was first introduced in 1963 in Harvard at the conference on problems of business policy by Professor K. Andrews. Initially a SWOT analysis was used for articulating and structuring knowledge about the current situation and trends. In 1965, four professors of Harvard University – Lerner, Christensen, Andrews, Guth proposed a technique of using a SWOT model for developing strategies of the organization. Whereas the SWOT-analysis does not contain economic categories in general, it can be applied to any organizations, individuals and countries to build strategies in various sectors [Алмаева 2006: 64-65]. SWOT analysis is the analysis in the strategic planning, which consists of dividing the factors into four categories, namely: strengths (advantages) (strengths) and weaknesses (disadvantages) the parties of the challenges, opportunities (abili-

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¹ http://library.iapm.edu.ua/metod_disc/pdf/2521_strateg_menedg_osv.pdf [access: 15.03.2017].

ties) that are opening under the terms of its implementation and risks (threats) associated with its implementation. Priority in the conduct of SWOT-analysis as a method for the preparation of future professionals is the ability of a student to think and to look at the object of the study “look the part.” After developing a variety of interactive training methods of interaction, we have introduced technology foresight, which, in our opinion, provided an optimal opportunity to develop the ability of students to solve future professional problems. Foresight is the technology of long-term forecasting of scientific, technological and social development, based on a survey of experts. The term “foresight” (from the English Foresight – “look into the future”) has been actively used in the late 1980s [Semenova rok: 130]. N. Semenova notes that, since the 90s of XX century, actively using foresight of the government of the United States, Britain, Germany, Japan and Australia. N. Chalupska indicates that foresight studies are considered an indispensable tool of innovation policy in more than 40 countries, including Latin America, China and South Korea [Chalupska 2003: 12]. The essential feature of foresight is that the future can be presented in various ways, for example: narrative exposition of the words of a man or group of people (subjective future); a narrative description with elements of analysis, synthesis, preliminary findings, allegedly made after the results achieved (analytical future); the results of testing, questionnaires, various inquiries, potential indications of the future (future objective); plans and programs of action, protocols, commitment, characteristics, compiled by foresight forms (tactical future); reporting materials on the results achieved, the work done, amounts received, etc. (future records).

The main condition of this technology is the use of any foresight project combination of techniques for the successful implementation of the tasks. Thus, the creation scenarios of development is the most effective as a complement to studies performed using other methods, for example, the SWOT-analysis, PEST-analysis, Delphi method, etc. Note that 92% of young people surf to the Internet or actively using it for learning in Ukraine. On average, 76% of students choose the digital format for getting information. This is stated in the results of the research “Education in Eastern Europe: how students use modern information technology,” conducted by Appleton Mayer. Ukraine takes the fourth place among five countries in Eastern Europe on the use of laptops by students (19%), computers (0.6%) and electronic books (1.1%) is in the process of learning.² The introduction of mass media technologies in the practice of training students and finding ways of their efficient use would raise the quality of training of specialists of preschool education to a higher level in terms of growing technologization activity the tutors of preschool educational institutions. The media (mass media) include: press (news-

² *Україна оказалась на четвертом месте по использованию студентами ноутбуков*, <http://proit.com.ua/news/soft/2011/10/11/132229.html> [access: 23.02.2012].

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papers, magazines, books), radio, television, Internet, cinema, sound recordings and video recordings, videotext, teletext, advertising panels, home video-based that combining television, telephone, computer and other lines of communication [Иванов, Волощенко 2012: 47]. Information technology can be introduced as a component of media resources in the vocational training system in the following three ways: as a cross-cutting technology – the introduction of computer technologies of individual topics, topics during the explanation of the theoretical tasks; as a basic, defining the most significant category used in this technology; as nanotechnology – when management of the training process, including diagnosis and monitoring rely on the use of information technologies.

Information and communication technology is generalizing the notion that describes a variety of devices, mechanisms, methods, algorithms of information processing. The most important modern information and communication technology devices are computer equipped with appropriate software, and telecommunications along with information therein. With the advent of computer networking and other related information and communication technology education has acquired a new quality, associated primarily with the ability to quickly obtain information from any point of the globe. Via a global computer network the Internet with instant access to global information resources (digital libraries, databases, repositories, files, etc.).

As a rule, define the following didactic problems solved by information and communication technology [Песоцкий 2002: 26]: improving the organization of teaching; acceleration of access to the achievements of pedagogical practice; increasing motivation to learning; the intensification of the learning process, the possibility of attracting students to research activities; the flexibility of the learning process. Information technology is one of the most important directions of development of higher pedagogical education. So, according to researchers, there are four fundamental reasons for the introduction of information technology in higher education: social, vocational, pedagogical and catalytic [Песоцкий 2002]. The social reasons lay in the recognition of the role which technologies play in society today. Professional reasons are to prepare students for such types of professional activities which require skills using technology. The pedagogical reasons are that technologies accompany the learning process, providing more opportunities of communication that allows you to build teaching on a qualitatively new basis. Scientists distinguish the didactic potential of video, namely: 1) modern video equipment can combine all possible means of visual display and direct display of various objects and processes remote from the audience and is not available for group viewing by other means (e.g. during an excursion); 2) modern video equipment allows you to record and play back audio-visual material in a didactic mode, with a certain didactic purpose [Abdrakhmanova 2007]. We define the following functions of audiovisual materials: information (any movie or transfer

in the first place, is sources of information); modeling (audiovisual material allows to acquaint students with certain forms of professional speech in natural conditions of its implementation and provides support for policy statements); situational-deterministic, because the material taught in communicative situations; motivational and stimulating. So, cognitive program on adaptation of children of preschool age with participation of a doctor J. Komarovskiy (channel "inter") was a powerful reason for holding seminars on the possible forms of maladjustment in pre-schoolers.

I. Abdrakhmanova identified on the basis of the functional approach to audiovisual materials as: 1) learning tool audio-visual materials (film or TV show) that tells the students during a unit of time more information than other means of learning, which contain only verbal information. Visual information affects various organs of the senses and the intellectual sphere of the student, contributes the greatest effect of the perception, processing and memorization of information. The more analyzers are involved in information perception, the more successful the activity is performed; 2) audio-visual material as a source of information, which is a means of intellectual and educational influence; 3) one of the emotional and aesthetic influences; audiovisual means of communication contribute to increase the level of motivation to study of the profession in class and outside; 4) audiovisual materials contribute to involuntary memorizing of material caused by emotional empathy of what is happening on the screen; 5) audio-visual materials can contribute to personalized learning, because triggering the emotional impact this learning tool is directed specifically at each student; 6) through the combination of audiovisual series of movies or TV shows is a source of professional speech situations and speech samples, 7) audio-visual materials contribute to the creation of situations, close to natural, stimulate mental and speech activities of students; 8) asking a variety of combination of visual and verbal rows, the teacher can control the perception of information by students: the visual row, presented at the second plan and not covered verbal next, stimulate speaking; the visual row covered by the next verbal can be used as a means of discovery of new concepts, particularly specific to our country and related vocabulary; 9) ability to organize work using freeze frame contributes to the individualization of the approach to process of specialists [Abdrakhmanova 2007]. Multimedia educational technologies also include e-courses, videos, WEB 2.0 tools: forums and blogs, webinars, podcasts, videoconferencing, virtual worlds, digital libraries, WIKI.

Blog (eng. blog, from web log "an online journal or diary of events") is a web site, the main content of which – regularly added records, images or multimedia components. Differences blog from a traditional diary is caused by the environment: blogs are usually public and involve third-party readers who may enter into a public debate with author (in comments to a blog entry or in their blogs). Copyright the composition of blogs can be individual or collective, the content

– thematic or general. So, N. Hmil and S. Dyachenko call the benefits of using social network services in educational process of higher educational institution, namely: clarity of ideology and interface services allows much of the Internet audience to save time, bypassing the stage of adaptation those who study to the new communicative space that allows building informal communication between teacher and students and helps to organize personal oriented teaching. A high level of interaction between the teacher and the student ensured the continuity of the educational process beyond the classroom; the use in virtual learning groups technology forums, and wikis allowed all parties independently or together to create a network of educational content that stimulates independent cognitive activity; the multimedia communication space is the easiest way to download and view in a virtual study group of video, audio, interactive applications; the possibility of combining individual and group forms of work contributed to better understanding and assimilation of educational material, as well as the construction of individual educational trajectories. Common to all participants of the educational process communicative space gave the opportunity to collectively evaluate the processes and results of work, to monitor the development of each participant and to estimate its contribution to the collective creativity [Hmil & Dyachenko 2012: 192].

5. Conclusions and perspectives of further researches

Analysis studying and working program of the discipline “Strategic management in education” on training of specialists in the specialty “Preschool education” gives grounds to assert that a common problem is the low level of integration, interconnectedness courses. So, interactive forms of interaction during the study of the discipline “Strategic management in education” are used situational and inconsistent, and involvement of the social network services in institutions of higher education is the exception rather than the rule. In our opinion, such learning as: the foresight game, didactic SWOT-analysis, Internet resources (blogs, Skype-lectures, multimedia presentations, etc.) is the most effective for training of the future tutors to the work with children of preschool age.

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Титул по українську

Анотація. У статті висвітлено особливості використанні інтерактивних форм взаємодії час вивчення дисципліни «Стратегічний менеджмент в освіті». Зазначено що інтерактивні форми взаємодії використовуються ситуативно і непослідовно, а залучення соціальних мережевих сервісів у навчальний процес ВНЗ є швидше винятком, ніж правилом. Форсайт-ігри, дидактичний SWOT-аналіз, інтернет-ресурси (блоги, скайп-лекції, мультимедійні презентації тощо) є найбільш ефективними для підготовки майбутніх вихователів час вивчення дисципліни «Стратегічний менеджмент в освіті».

Ключові слова: стратегічний менеджмент в освіті, інтерактивні форми взаємодії, підготовка, майбутні вихователі дошкільних навчальних закладів