

Секция 15. Современные проблемы бизнес-образования

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VIRTUAL CONFERENCES FOR PROFESSIONAL TRAINING AND RETRAINING

The current stage of economic development is characterized as a stage of post-industrial economy or knowledge economy. This leads to a substantial change in the requirements for the training of specialists in higher educational institutions. That is why competence-based education is the paradigm of modern professional education. Now the purpose of education is not only the acquisition of knowledge, but also skills and practical skills and competence formation. This approach involves the orientation on the specific learning results.

Competence approach is a set of common principles determining the aims of education, the selection of the content of education, organization of educational process and evaluation of educational outcomes. This is especially important for the training of qualified specialists. With the rapid development of business and, accordingly, with the emergence of new information, future professionals should be able to translate academic knowledge into concrete management decisions. As a rule business education is associated with such forms as the Master of Business Administration (MBA), Executive MBA, mini-MBA, second higher education (full-time or part-time). In this paper we propose to use the methodology of business training which took place during higher education. This allows us to combine the fundamental academic education and competence-oriented business education. In order to improve the training of

specialists it is expedient to expand the base of practice, using the possibilities of e-learning. Various business games and trainings provided for masters training program can be carried out in the form of on-line seminars or webinars. In addition to the competencies associated with the study of the subject area, the use of a virtual learning environment promotes the formation of students' information competence, which involves the use of modern information technologies in their future professional activity.

Using Learning management system (LMS) allows one to view the slide presentations, to comment on what is happening in the classroom, participate in polls in real time. It is important that the use of LMS makes possible participation of the students of correspondence courses in the business game. It should be emphasized that one of the parties involved in the game, are the experts. Thus professional specialist evaluates the decisions and actions of the participants of the game.

Virtual learning environments, which are used in the educational process in the S. Kuznets KNUE, are Moodle and Google Classroom. The server Google Hangouts On Air is employed to operate webinars. This is effective because the number of participants is unlimited. Using Hangzhouts server assumes that the participants of the webinar must be logged in to Google+ account. With the help of this they will have the opportunity to participate in a group chat, ask questions, use applications, ie, use all options of the Hangouts service interface. The team uses the tools of E-Learning 2.0, in order to support action groups for joint training, research and the current challenges.

Let us consider the features of the use of virtual conference and other tools of e-learning at work with full-time students. Extensive usage the tools of e-learning 2.0 is useful as a preparation for a business game, and during its implementation. Conducting business games requires cooperation of the students working on projects and helps team building. The main part of the

game or training in which masters take part suggests the construction of mathematical models of the business process. It makes participants to perform following steps: to study the economic aspects of the problem, collect and analyze statistical information, the construct mathematical model and check its application to decision-making. At the stage of collection and analysis of statistical data, each member of the team makes the search of useful web pages, adds tags and comments, and distributes them. With the help of such tools as del.icio.us or Yahoo MyWeb, the command creates a copy of each page, this page is available for full text search and can be opened from any computer, and any member of the team has access to the same links. The same interaction of team members takes place at the stage of constructing a mathematical model of the business process and the assessment of its quality.

The key point of the business-game or the training is the presentation of the models which were built by different teams. This part of the game is performed as an imitation of the work of production space where this business process is carried out. The form of this part of the game is also a webinar. Here representatives of the various teams get together to present of their models and to discuss their advantages and disadvantages. The teacher plays the role of moderator. His task is to make sure that members of the group went through their own specific learning process, and came to the result. This is the fundamental difference between the moderation and other methods of the learning process control. Visualization of the information used by the coach helps to improve moderation and makes it more efficient. Experts are also participants of the webinar who are watching the debate process and participate in it. But they are at their workplace. Also, students of correspondence courses can be remote participants in the webinars. Because most of them are already working in their specialty, they do not have a pressing need for purchase of practical experience as it takes place for students of the full-time training. Their experience allows them to

participate in discussions at the expert level. However, distance learning students are usually less able to apply the mathematical apparatus. Participation in the webinar gives them the opportunity to remedy the lack of knowledge.

Forum as a form of training is more effectively for senior students. Thus, within master program "Accounting and valuation of property of the enterprise" there is obligatory discipline "Economic and mathematical models and methods of property valuation". According its programmer the practical training was built in the form of a business game "The Realtor" [1]. Two teams of students play role of competing agencies of the real estate. They have to create their own database and develop a calculator to calculate the market valuation of the property. This needs their close relationship, which implemented in the form of a forum. Business trainings and business games are not only a form of transfer of knowledge and skills in the professional field, but also provide an opportunity to meet with business psychology. The students acquire the legal skills and learn to use in practice with purpose to protect of its intellectual property rights [2].

Visual conferences are also effectively used in retraining and advanced training of specialists. In this case, the term "rapid e-learning" is used as a characteristic of the "rapid development" process that seeks to increase the speed by which training content is developed and delivered to a learner. Rapid e-learning can also be viewed in terms of "rapid consumption" – to provide a low-cost, rapid response to an urgent business need; to provide rapid updates; or, to easily deal with short-lived content [3]. Visual conference best meets the requirements of corporate training. The main difference of such conference from visual conferences, which are held for students of full-time teaching, is the usage of ready-made statistics, and the teacher acts as an active participant in the mathematical modeling of the process, not the moderator.

The final stage of the visual conference, on which mathematical models of business processes are presented, is the evaluation of knowledge and skills that

students have acquired, as well as their ability to present their projects. An important element of the feedback of learning is self-control. Especially it is increasing its role in the open learning system [4]. At the stage of statistical data collection and analysis all students work in accordance with their own plans. They themselves determine the scope of work and terms of its execution. This includes an independent evaluation of the results of their work. Since all members of the team constantly communicate on-line, it gives them an opportunity also to evaluate the performance of each member of the team. Opinions of the expert and trainer-moderator are form of a "feedback", which the student receives during the visual conference.

Thus the experience of business games and training in mathematical modeling of business processes demonstrates the effectiveness of using visual conferencing and other LMS tools for the professional training of economists. And practical skills for the protection of copyright of intellectual property rights are essential to modern specialist whose professional activity is increasingly linked to the use of innovative technologies.

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