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The development of productive forces and Regional Economy

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ORGANIZING AND CONDUCTING OF ECONOMIC TRAINING IN HIGHER EDUCATIONAL INSTITUTIONS IN THE PROCESS OF PERSONNEL TRAINING FOR GOVERNMENTAL AND LOCAL AUTHORITIES

Annotation: In the article is presented the theoretical principles of the modern educational system in higher educational institutions which are based on the use of such innovative technologies and instruments as e-learning and m-learning (forms of electronic learning). It is pointed out that e-learning helps to ensure the high level of mobility of a specialist who is able to acquire professional competences quickly. It is determined the meaning of the term "training". It is also justified the expediency of the use of training in the process of training specialists for public authorities. It is noted that the use of multimedia (video reviews, training videos), m-learning (blended learning) and distance education in higher educational institutions helps to increase the effectiveness of training. In the study it is supposed that training of future professionals of governmental and local authorities will result in the formation of professional competences which are necessary for carrying out the analysis of the regional economic complex and identifying the priority directions to improve its performance. It is presented the plan of the structure of the proposed training with the distribution of its stages and time, determination of topics, list of exercises, tasks and technologies.

It is determined that the implementation of the training technologies in the learning process to train the specialists for governmental and local authorities will help to form the appropriate professional competences as well as teach them the technique of e-learning and m-training; practise the methods and techniques of public speaking; understand the need for theoretical preparation for practical work.

Keywords: training (m-training), educational institutions, e-learning, competences, Skype.

Розвиток продуктивних сил і регіональна економіка

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ОРГАНІЗАЦІЯ ТА ПРОВЕДЕННЯ ЕКОНОМІЧНИХ ТРЕНІНГІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ ПРИ ПІДГОТОВЦІ КАДРІВ ДЛЯ ОРГАНІВ ПУБЛІЧНОЇ ВЛАДИ

Анотація. У статті представлено теоретичні засади сучасної системи навчання у вищих навчальних закладах, що базуються на використанні інноваційних технологій та інструментах: e-learning та m-learning (різновиди електронного навчання). Зазначено, що e-learning забезпечуватиме високий рівень мобільності фахівця, який здатний швидко оволодіти професійними компетентностями. Визначено зміст поняття «тренінг», з'ясовано доцільність використання економічного тренінгу в навчальному процесі при підготовці фахівців органів публічної влади. Зазначено, що для підвищення ефективності проведення тренінгів використовуються мультимедійні засоби: відеоогляди, навчальні відеофильми, m-learning (blended learning) та дистанційне навчання студентів вищих навчальних закладів. У дослі-

дженні для формування професійних компетентностей кадрів для органів публічної влади запропоновано приклад тренінгу щодо проведення аналізу регіонального господарського комплексу та визначення пріоритетних напрямів підвищення ефективності його функціонування, представлено план-структуру запропонованого тренінгу з розподілом етапів, часу, визначенням тематики, переліком вправ, завдань, технологій. Визначено, що впровадження у навчальний процес тренінгових технологій при підготовці фахівців для органів публічної влади дозволить не тільки сформувати відповідні професійні компетентності, але й навчити їх техніці e-learning, m-тренінгу, опрацьовувати методи та прийоми публічного виступу, усвідомити необхідність підготовки для практичної діяльності.

Ключові слова: тренінг (m-тренінг), навчальні заклади, e-learning, компетентності, Skype.

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ОРГАНИЗАЦИЯ И ПРОВЕДЕНИЕ ЭКОНОМИЧЕСКИХ ТРЕНИНГОВ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ ПРИ ПОДГОТОВКЕ КАДРОВ ДЛЯ ОРГАНОВ ПУБЛИЧНОЙ ВЛАСТИ

Аннотация. В статье представлены теоретические основы современной системы обучения в высших учебных заведениях, которые базируются на исполь-

зовании инновационных технологий и инструментах: e-learning и m-learning (разновидности электронного обучения). Указано, что e-learning обеспечит высокий уровень мобильности специалиста, способного быстро овладеть профессиональными компетентностями. Определено содержание понятия «тренинг», выявлена целесообразность использования тренинга в учебном процессе при подготовке специалистов органов публичной власти. Указано, что для повышения эффективности проведения тренингов используются мультимедийные средства: видеообзоры, учебные видеофильмы, m-learning (blended learning) и дистанционное обучение студентам высших учебных заведений. В исследовании для формирования профессиональных компетентностей кадров для органов публичной власти предложен пример тренинга по проведению анализа регионального хозяйственного комплекса и определению приоритетных направлений повышения эффективности его функционирования, представлен план-структура предложенного тренинга с распределением этапов, времени, определением тематики, перечнем упражнений, заданий, технологий. Определено, что внедрение в учебный процесс тренинговых технологий при подготовке специалистов для органов публичной власти позволит не только сформировать соответствующие профессиональные компетентности, но и научить их технике e-learning, m-тренинга, обрабатывать методы и приемы публичного выступления, осознать необходимость подготовки для практической деятельности.

Ключевые слова: тренинг (m-тренинг), учебные заведения, e-learning, компетентности, Skype.

Formulation of the problem. Under conditions of scientific and technological development, in a situation of rapid changes in technologies graduates and future specialists are to be able to quickly adapt to the labour market and raise the level of their professional competence. Therefore, at the present stage of higher education development there is an urgent problem of creating a learning system that should include innovative technologies and be based on such learning systems as e-learning, which would provide the appropriate level of mobility of a specialist that can quickly ac-

quire professional competences and, if necessary, retrain. The above-mentioned statement proves the expediency of implementing training in the learning process in higher educational institutions. This is due to the fact that training, unlike the traditional types of studies, differs not only in high intensity of sessions and using of a variety of interactive teaching methods. But it also ensures the development of independence of the future specialists, the formation of their professional and personal competences that will enhance the level of their competitiveness on the labour market in future.

Analysis of recent studies and publications. The use of interactive technologies, such as training technologies, has a special place in solving the problems of quality education as reflected in the works of such authors as M. Afanasyev, R. Buckley, J. Venschykova, G. Kovalchuk, V. Puzikov, K. Thorne, L. Shepeleva, K. Yandola [1 – 9] and others.

Defining unresolved parts of the general problem. Despite a large number of works devoted to organizing and conducting of training, there are a number of issues related to the implementation of training in higher educational institutions which train personnel for governmental and local authorities that are to be verified and determined. The above-mentioned grounds the purpose of the scientific research.

The aim of the article. The study aims to substantiate the theoretical and practical aspects of training implementation in the learning process of higher educational institutions in the process of personnel training for public authorities.

The main material. Modern trends in socio-economic development require searching for new learning models, implementation of new technologies aimed at continuous professional training, selection of educational content, updating of all levels of the educational process.

Raising the competitiveness of graduates of higher educational institutions depends largely on the methodological competence of teachers who accumulate the synthesis of knowledge of disciplines and psycho-pedagogical skills necessary for their teaching. The expediency and prospects of training sessions in the process of personnel

training for governmental and local authorities are becoming clear to an increasing number of teachers that is confirmed by a widespread practice of their conducting.

In the past training was only used to train the specialists with practical experience. Today it is necessary to pay special attention to this form of learning and identify its advantages in the process of competent professionals training for their future work in governmental and local authorities. Training, which is conducted on the appropriate level, enables professionals to acquire knowledge, abilities and skills necessary to perform a specific job in their future career [1].

It should be noted that the term "training" is interpreted in the literature in different ways. It depends on the sphere of its use. Educational orientation of training, as its principal characteristic, is revealed primarily in the transmission and acquisition of new knowledge, abilities and skills that are linked to a teacher-trainer, communication with partners and training situations. In this case the participants do not "get" this complex ready for them; they "come" to it because of their activity.

Training involves intensive short-term learning sessions aimed at acquiring, development and systematization of the identified skills necessary for fulfilment of particular personal, educational or professional tasks in conjunction with individual motivation to improve one's performance [8]. The value of training for the system of higher education is reflected in the fact that it helps intensify the process of professional training (saving time and space), make it more efficient due to its conformity to the principles of the learner-centred approach. Training differs from other forms of learning in: relatively narrow but well-defined objectives that lead to achieving the aim; behavioural focus as it is used more for practising certain patterns or lines of conduct than for accumulating knowledge; applied character as it is aimed at solving practical tasks more than other methods of teaching.

Current requirements for training of competent professionals within universities demand paying attention to the instruments that increase the efficiency of the process of competence acquisition in accordance with the profile of competencies. It is a matter of m-learning and e-learning as forms of electronic education.

The history of e-learning begins in the 90-s with the appearance of computer technology training distributed on CD-ROM and intended for personal use. It was not a

complete training programme, but a number of multimedia courses, as well as libraries and development environment on the basis of which programmers and developers of educational content were able to design educational programmes and systems.

The use of such training in the educational process and the initial attempts to transfer learning to the electronic form led to the necessity of managing the process of such training. As a result, at the end of the 90-s there appeared the systems of Learning Management System (LMS) category which include the means not only for organizing and controlling of the use of computer training, but also for the administration of the educational process as a whole. With the development of such systems it became essential that different manufacturers' trainings and courses, as well as author developments of specialists in educational methods and teachers, were compatible with a variety of LMS-platforms, which led to the need of standardization in the field of electronic learning.

To increase the effectiveness of training, such multimedia as video reviews, training videos, etc., so-called m-learning (blended learning), are used. It should be noted that they are used in the process of training as well as during pre-training (to prepare the audience for training) and post-training (for example, to develop the skills acquired in the process of training) periods. It is also possible to use distance learning (students are able to study additional material on the site, consult with the teachers on Skype, etc.) at the preparatory stage of training. All that helps increase the level of students' professional competences development.

Some researchers [10 – 12, etc.] note that the most typical mixes of the learning formats are the following models: an introductory e-learning course, full-time training, testing on the educational portal, asking questions on the educational portal; provision of materials on the educational portal, full-time training, post-training support on a forum and / or in the format of webinars organized after training; conducting of full-time training, assigning of e-learning courses and webinars to consolidate the acquired knowledge.

Thus, the use of m-learning (blended learning) instruments allows us to use the concept of m-training.

The paper proposes the implementation of training on "The analysis of the regional economic complex" in the learning process of the first-year Master's Degree students of the speciality "Public Administration".

It should be noted that conducting of the proposed training requires certain learning conditions with the employment of the appropriate resources (availability of computers (with appropriate software) and other equipment for distance education, multimedia equipment for making presentations, electronic textbooks on the subject "Regional Economy", etc.).

Training has a limited time budget (6 hours a day). Therefore, the effectiveness of the trainees' activities depends on the established standard time for particular exercises and tasks. In the process of training several long-term and short-term breaks are to be provided.

The purpose of this training is to develop students' professional competences which will allow them to carry out the analysis of the regional economic complex and identify priority directions to improve its performance. The content and structure of the competences that are formed in the process of training on "The analysis of the regional economic complex" (REC) are presented in the figure 1.

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┌─────────────────────────────────────────────────────────────────────────┐
│ Knowledge of the REC and its industry structure; knowledge of the        │
│ instruments and necessary statistical data for the analysis of the        │
│ industry structure of the REC                                            │
└─────────────────────────────────────────────────────────────────────────┘

┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Abilities: the   │ │ Minimum          │ │ Autonomy and     │ │ Communication:   │
│ ability to use   │ │ experience:      │ │ Responsibility:  │ │ the ability to   │
│ statistical data │ │ understanding of │ │ the ability to   │ │ work in a team,  │
│ with specific    │ │ the concept of   │ │ take initiative  │ │ to respect       │
│ instruments to   │ │ "the REC" and    │ │ and formulate    │ │ social norms and │
│ analyze the      │ │ the components   │ │ one's own        │ │ regulations in   │
│ industry         │ │ of the REC; be   │ │ opinion; take    │ │ cooperation with │
│ structure of the │ │ aware of the     │ │ responsibility   │ │ other            │
│ REC              │ │ basic            │ │ for making       │ │ participants     │
│                  │ │ instruments of   │ │ decisions about  │ │                  │
│                  │ │ the analysis of  │ │ the analysis of  │ │                  │
│                  │ │ the industry     │ │ the REC          │ │                  │
│                  │ │ structure of the │ │                  │ │                  │
│                  │ │ REC              │ │                  │ │                  │
└──────────────────┘ └──────────────────┘ └──────────────────┘ └──────────────────┘

      ┌──────────────────────────────────────┐
      │ Values and attitudes: being active   │
      │ in the discussion of the results of  │
      │ the analysis of the industry         │
      │ structure of the REC; being tolerant │
      │ towards other members of training;   │
      │ showing initiative in solving        │
      │ complex problems of the analysis of  │
      │ the REC                              │
      └──────────────────────────────────────┘

┌─────────────────────────────────────────────────────────────────────────┐
│ Competence: the ability to analyze the industry structure of the REC and  │
│ identify the priority directions to improve its performance              │
└─────────────────────────────────────────────────────────────────────────┘
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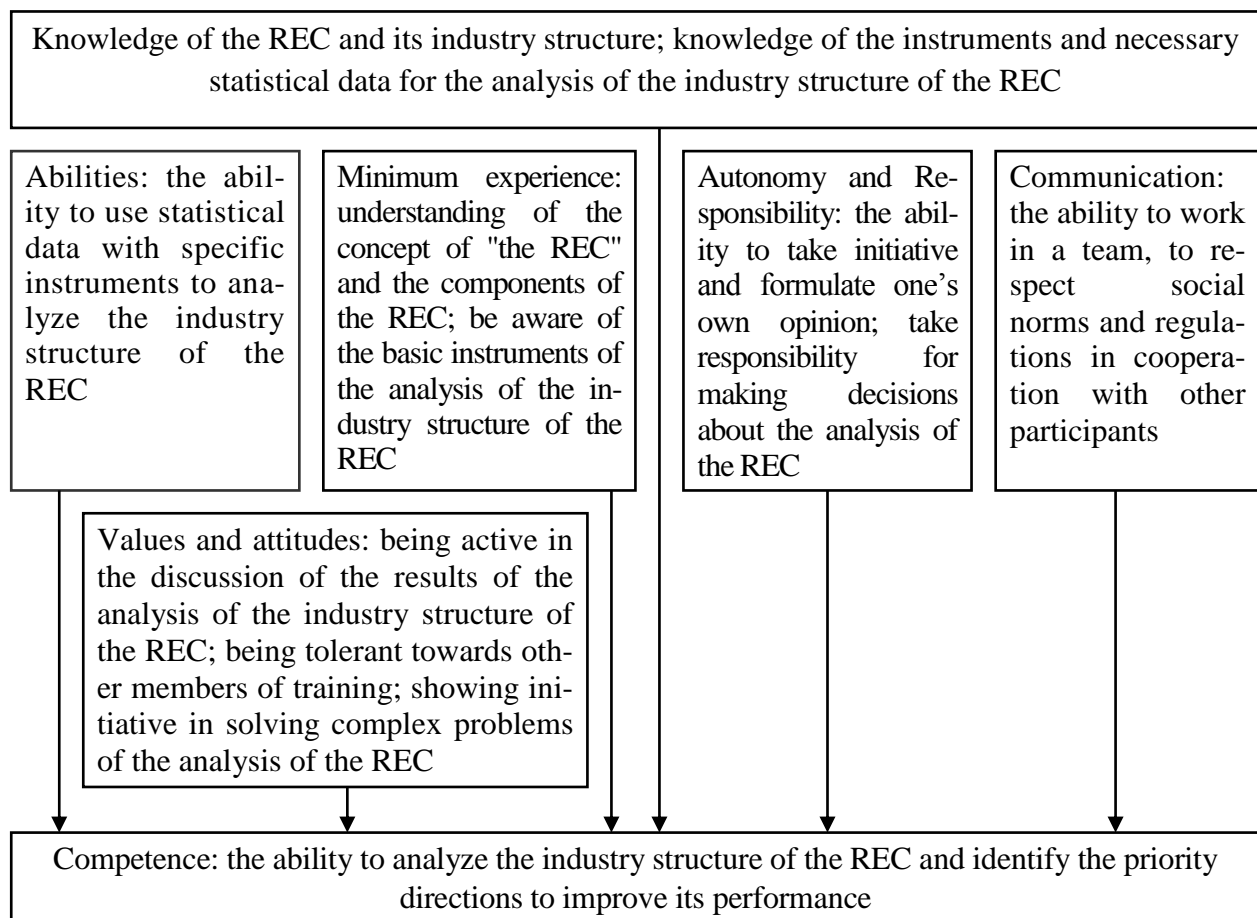
Figure 1. The content and structure of the competences that are formed in the process of training

For this training, it is recommended using such option as "a room for meetings" to equip the classroom (all participating students and a teacher-trainer are sitting all together at one large table). It is also necessary to be able to use several small tables located in the corners of the room simultaneously to work in small groups. Training of future professionals of governmental and local authorities will result in the formation of professional competences which are necessary for carrying out the analysis of the regional economic complex and identifying the priority directions to improve its performance. Thus, in the process of training the students, first, get a holistic idea of the regional economic complex as a basis of social and economic development of Ukraine as a whole; secondly, learn to use the appropriate instruments to analyze the industry structure of the economic complex of the region; thirdly, learn to identify key, ancillary and service industries of the economic complex of the region; fourthly, learn to identify the areas of specialization as well as the main directions of the regional economic complex development.

In the process of training on "The analysis of the REC " it is proposed to use the following forms and technologies of training: for actualization of students' knowledge and assessment of the level of their awareness – working in small groups, the use of the e-textbook for the course "Regional Economy", presentation of the material and placing it on the site for distance education, "brainstorming" with the extensive use of multimedia; for searching for the ways of solving a problem – working in small groups, discussion and Skype; for reflection – "orange", "weather forecast"; for creation of a positive atmosphere, orientation for a new task and formation of small groups – videos and exercises.

The plan of the structure of the proposed training with the distribution of its stages and time, determination of topics, list of exercises, tasks and technologies is presented in Table 1.

An important part of the proposed training is students' autonomous work and the criteria for evaluating their success. The purpose of the autonomous work in the process of training is mastering of educational material in full as well as the consolidation of competences acquired during self-study of separate parts of training, generalization and consolidation of knowledge of the regional economic complex analysis. For this aim, the teachers of the department take part in the creation of the electronic

textbook "Regional economy".

Table 1

The plan of the structure of training on "The analysis of the REC"

Time, minutes	Essential part of the task	Content	Technologies, exercises, forms	Expected results
1	2	3	4	5
The introductory stage				
5	Introduction	An introductory speech of the trainer	Introduction	The aims and objectives of training are set
10	"Introduction"	The process of establishing relations in the group	Exercise "Introduction"	The participants establish relations
5	Rules	Developing the list of rules of interaction during training	Exercise "Rules", "Brainstorming"	The rules of interaction during training are accepted
10	Expectations	Determination of students' expectations	Exercise "Tree of expectations"	The list of students' expectations is determined
5	Information on the time-limits	Fixing the time-limits of training	Discussion of the time-limits of training	The time-limits of training are discussed and fixed
Break (20 minutes)				
The main stage				
10	Assessment of the participants' awareness	Creating a friendly atmosphere, ensuring solidarity in the group	Exercise "Draw up by your date of birth"	A friendly atmosphere is created in the group
20		Identifying the students' knowledge of the procedure of the analysis of the REC	Exercise "Wreath"	Students' knowledge of the analysis of the REC is evaluated
20	Actualization of the problem	Providing the group with the information on the analysis of the REC and the trends of its development	Mini-lecture. Presentation of the trainer (Microsoft Power Point)	The material about the procedure of the analysis of the REC is presented
10		Stimulation of the group, stress relief	Exercise-work-out "Hurricane"	The students are stimulated to work
10		Organizing several subgroups	Exercise "Seasons"	The students are divided in subgroups
15		Analyzing of the REC. Distribution of the tasks for calculations and choosing the object of study for each subgroup	Selection of the region by casting of lots	The tasks are distributed among the students

1	2	3	4	5
		Break (15 minutes)		
10	Searching for the ways of solving a problem, obtaining of information	Stimulation of the group and giving the students a lead towards working	Exercise "Friendly Handshake"	The students are stimulated to work
50		Implementation of the process of the analysis of the REC; substantiation of the trends of its development	Students work in small groups	The competences necessary for the analysis of the REC are formed
20		Preparation of presentations by the students		The competences necessary for making a conclusion and preparing presentations are formed
		Break (30 minutes)		
10	Development of practical skills	Stimulation of the group after the break	Exercise "Repeat after me ..."	The students are stimulated to work
30		Presentation the of students' work on the basis of the results of their calculations	Presentations of the students' group work	The competences necessary for working in a group and making presentations are formed
10		Discussion of the results in small groups to prove that the findings of the analysis of the REC are correct	Discussion. "Brainstorming"	The compe-tences necessa-ry for the stu-dents' interaction in the group
		Break (15 minutes)		
		The final stage		
10	Completion of work, obtaining feedback	Trainees' emotional state is determined	Exercise "Weather fore-cast"	The emotional state of the participants is determined
5		Making recommendations about preparing the report	Students get recommendations about preparing the report on training	Recommendations about preparing the report on training are made
10		Finishing of training, summarizing the results of the work	Exercise "Orange"	It is determined whether the participants' expectations are justified
5		Evaluation of the established feedback with the trainees	Questionnaire	Feedback with participants is established
5		The final word of the trainer		Training is over. The trainer summarizes the results of training

While performing the tasks for self-study, the students are able to understand the methods and techniques used in the process of training, to analyze the strengths and weaknesses of their work, to compare different methods, to process the obtained information critically and make their own generalizations. The teachers make recommendations on the site for distance education, where the discipline is represented, as well as on Skype. Thus, during this training the students' autonomous work is directed at developing of the following qualities: first, the ability to work with special literature, e-textbook in particular, and modern information and communication technologies; secondly, showing initiative and being active in performing the tasks of training; thirdly, being well-organized; fourthly, being disciplined and responsible for fulfilment or non-fulfilment of certain tasks. As a part of the students' autonomous work, this training supposes writing of a report on the results of training with its defence by means of presentations and demonstrations of self-made videos and short films in front of the commission.

Assessment of the students' work during this training is complex. One's mark consists of several elements, each of which is rated on a 12-point scale and has a certain proportion of the total mark. These elements are: discipline (10 %), work in a class with the wide use of the instruments of m-training, and possibility to use the site for distance education effectively (30 %), communication (10 %), autonomy and responsibility (10 %), autonomous work (20 %) and a report on training (20 %).

Conclusions. Thus, the implementation of the training technologies in the learning process to train the specialists for governmental and local authorities will help to form the appropriate professional competences as well as teach them the technique of e-learning and m-training; practise the methods and techniques of public speaking; understand the need for theoretical preparation for practical work; familiarize themselves with the problems and difficulties that may arise in their future careers. The use of the proposed training in the learning process of higher educational institutions will help to improve the quality of students' knowledge of their future professional field, acquire the competences necessary for their future career and prepare competi-

tive professionals in accordance with the requirements of the modern European labour market.

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