

дуальную траекторию обучения в соответствии с образовательными потребностями.

Эксперимент планируется провести в 3 этапа.

На первом этапе (2000 - 2003 г.г.) было проведено формирование инновационной модели образовательного комплекса; разработка и апробация учебных планов и программ, интегрирующих различные ступени профессионального обучения; созданы организационные, правовые, кадровые, материально-технические, дидактические и методические условия для внедрения непрерывной профессиональной подготовки на основе информационно-коммуникационных технологий.

На втором этапе (2003 - 2005 г.г.) разрабатываются основные методы дистанционного обучения, применимые к данным условиям; разрабатываются и апробируются электронные дидактические средства обучения; создается модель дистанционного образования в системе начального профессионального образования на базе Профессионального лицея №17 г. Тамбова.

Третий этап эксперимента (2005 - 2007 г.г.) посвящен созданию интеграционных, образовательных, социально-культурных и производственных проектов с субъектами социального партнерства; формированию сети центров дистанционного обучения на базе ряда учреждений начального профессионального образования Тамбовской области; тиражированию инновационного опыта другим образовательным учреждениям.

Особое внимание уделяется проектированию информационной среды образовательного комплекса, включающей следующие электронные издания и ресурсы:

- поддержки и развития (электронные учебники, виртуальные лабораторные практикумы, тестирующие программы, тренажеры, средства для математического и имитационного моделирования);
- информационно-справочные (электронные словари, справочники, альбомы);
- общекультурного характера (демонстрационные программы, виртуальные экскурсии).

Разработка электронных дидактических средств проводилась в соответствии со следующими требованиями:

- целостное и системное содержание учебного материала;
- разработка на основе современных информационно-коммуникационных технологий, отбор которых производится в соответствии с оптимальным сочетанием прогнозируемого педагогического эффекта, целесообразности ресурсных затрат, соответствия условиям осуществления образовательного процесса и личностным образовательным потребностям и возможностям обучающегося;
- гипертекстовая структура, основанная на радиально-концентрическом структурировании учебного материала и модульной технологии его организации;
- последовательность учебных действий обучающегося четко регламентирована в рамках базового модуля, при работе с основным и расширенным модулем она в определенной динамике, предполагающей прямые, косвенные, непосредственные и опосредованные

формы, управляется педагогом или электронным средством обучения;

- способ представления информации, предполагающий технологическое построение достаточно полной и валидной системы контроля по каждой единице системы содержания образования;
- наличие блока статистики, связанного с системой педагогического мониторинга, предусматривающего дифференциальную систему оценки образовательных достижений обучающегося;
- способность формировать теоретические знания, умения, навыки посредством системного разноразовного представления учебного материала;
- интерактивность, диалоговый режим обучения, дружественный интерфейс, проблемность в изложении учебного материала;
- наличие словесных методов, позволяющих ускорить познавательные процессы, разнообразных графических средств, обеспечивающих наглядность процесса обучения, средств мультимедиа, позволяющих организовать лабораторные и практические занятия.

Формирование информационной профессионально-ориентированной дидактической среды проектируемого комплекса, дающей в тоже время выход в единое образовательное пространство, позволило: оптимизировать процесс обучения; использовать дистанционные технологии обучения; гарантировать достаточно высокий уровень и качество подготовки квалифицированного специалиста; осуществлять разностороннюю проверку знаний каждого обучающегося; развивать умения самостоятельной учебной деятельности, анализа полученных знаний и сопоставления их с предшествующими; повысить заинтересованность обучающихся, мотивацию к изучению предметов; моделировать как содержательную компоненту образования, так и формы и методы работы преподавателя и учебной деятельности обучающегося; проектировать эффективную систему управления процессом непрерывной профессиональной подготовки квалифицированного специалиста.

Конечным результатом инновационной деятельности будет являться обобщенная модель многоуровневого образовательного комплекса с детально проработанным содержанием образовательных программ, учебно-методическим обеспечением, педагогическими технологиями, технологии реализации данной модели в других образовательных учреждениях.

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#### **EDUCATIONAL PROCESS MANAGEMENT AS INNOVATIVE ACTIVITY OF A TEACHER**

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Global history of human civilization illustrates the following axiom: the formation of a minimally civilized society is hardly possible without persons being divided

into those who give orders, and those who follow these orders. Those who have entered an educational institution automatically obtain the status of educational service customers, i.e. clients; the subjects that supply such service to clients with the same degree of automatism and quality (at least are to perform their duties with high quality), at full and most adequately.

This idea, which is very simple by its pragmatic sense, seems to be the grounds of modern civilization construct. It is being intensively fulfilled within the frames of educational process that is very complicated and a vividly hard-to-perform-matter, such as obtaining knowledge, skills and habits.

Generally, the concept of management can be presented as means or manner of dealing with persons, power and art of directing, special skills and administrative habits, organs of administration, an administration unit. More detailed approach to management as object of research can highlight its notional constituents and aspects, such as:

- process of managing the productive activity of an organization;
- process of product processing and product sale;
- managing functions of organization;
- managing the people (personnel) of the organization.

Process aspect of management might be considered as continuum within which specially prepared people construct an organization, put forward certain objections and tasks, obtain effects of such activity through planning and managing personnel and resources.

Functional aspect of management presupposes performance of certain functions in the course of management. These functions can be defined as goals projecting, planning, coordination, accounting, control and analysis. These functions are to be performed by managing subjects, or managers, who supply proper conditions and organize effective labor use, production mechanism and financial resources of an organization.

Summing up the functional-processing contents of management as a communicative phenomenon one can offer the following definition of management:

*Management is a complex process of constructive organizational activity targeted at effective usage of producing factors, such as labor, capital, land and finance. It is based on the system of principles, functions, methods and organizational structure of organization's managing that satisfies to environmental conditions at full.*

Thus, the conceptual essence of this phenomenon highlights such constituents:

- cognitive equivalence (orientation of management subjects' knowledge towards understanding of laws of managerial process;
- communicative competence as an ability to direct information floods;
- material needs satisfaction (market management, marketing);
- managing possessives (assets, real estate);
- social reflection (managerial actions approval, legitimacy of management, jurisdiction formats of management);

- easy prognosis when taking managerial decisions; formulation of modern tendencies in technical progress; prognosis of demographical change in socium and proper analysis of such data for industrial activity.

All constituents enumerated are being fulfilled in the course of managerial communication and are being transported into managerial discourse, namely, into one of its types – a pedagogy discourse. The latter is targeted at formation of educational environment for an object of education – a client (a pupil, a student, an educational course attendant). The agents of such discourse are subjects of education – teachers or instructors.

In fact, within educational process we will find almost all conceptual constituents of management as phenomenon of British - American sphere of economics that predetermined its development:

- *Management* – the activity or skill of directing and controlling the work of a company or organization.

- *Top management* – a person or people in charge of an organization; – the activity of controlling and dealing with some thing.

- *Management of organizational change* – relating to the way an organization and its activities are planned and arranged.

- *Project management* – a person or organization responsible for a particular piece of work that will create something new or improve a situation.

- *The management of quality* – the management of systems in a company to make sure that each department is working in the most effective way and in order to improve the quality of the goods produced or services provided.

- *Operations management* – the activities, decisions and responsibilities of operations managers.

- *Management accounting system* – a manager who deals with a particular client or group of clients, especially in a bank or advertising agency.

- *Management by objectives* – the activity of controlling an activity and measuring performance in relation to particular aims.

- *Scientific management* – concerns for product forecasting, production planning and work study.

- *Portfolio management* – the managing of a group of different types of investments, paying attention to the risk and profits of each in relation to the rest.

- *Human resources management* – the work of employing, training and helping the people who work in an organization.

- *Just in time management* – a total management approach which aims to reduce inventory of all kinds and at all work stations to the minimum – even to zero stocks.

- *Materials management* – referred originally to the management of the activities within an organization which had to do with the planning purchasing, transport, storage and handling of the materials required by the organization, using materials in the general sense to refer to the whole range of goods and services obtained from outside the organization in order to prepare finished products for sale.

Modern technologies of education take into account all management components enumerated; innovations in humanitarian, engineering and economic education take

into special consideration the creative personality of a teacher as manager structuring the whole process of education with special stress on the managerial role he performs within modern educational institution.

Educational management aims to fulfill the following major trends of educational process quality improvement:

- scientific, didactic, informational and technical support of modern educational process;
- development of intensive educational technologies of different shapes, forms, contents, application to various areas of a specialist's activity;
- processing and projecting of business, organizational, innovative simulation games and role-plays to be applied to educational process, research, projects and professional activity<sup>4</sup>;
- development of additional education as means of compensation of disadvantages of main education;
- development of informational technologies within educational, scientific and professional activities;
- development and improvement of distance education technologies as element of students' competence enlargement in various fields of knowledge (professional, communicative, socio-cultural, cross-cultural etc.);
- intensification of preparation of specialists in the area of foreign languages knowledge as priority trend in pedagogy management that supplies free access to any educational resources of management.

Most important cluster in "the teacher as educational manager" preparation program deals with the teacher's professional culture improvement which is achieved through thorough learning of the theory of management, together with the grounds of professional activity logic based on foreign and national patterns of management as well as on own activity reflection. The modern teacher as manager must be equipped with data on technologies and techniques of educational systems management, new developments in the sphere of "impact psychology", the analysis of conflicts and perspectives of conflict solving. A special stress is laid upon the qualification of a teacher-manager in the area of education that is measured by his ability to use principally new technologies of cognition and communication, such as socio-cultural projecting, methodology of scientific research, cognitive modeling, theory of mental mapping, etc.

Education management process takes into account all changes that occur in the modern world. The society reflects this reaction as intensive development of contacts between states and peoples, open society models approbation in the world and in Russia as well. The teacher man-

ager has to be aware of all problems of intercultural cooperation and tolerance, social democratization, be able to use information on social structure mechanisms, models of socialization, culture of interrelations, etiquette formulas, means of goal achievement etc.

It's important to mention that major obstacles in forming the personality of the teacher-manager might appear following circumstances. First, non-critical understanding of certain theories, applied models of management (both national and international). Second, his attempt to implant foreign models into national field without consideration of national specific cultural traditions and current economic and political situation in Russia. Third, totally pragmatic approach to educational process with complete forgetfulness of humanitarian contents of education in an attempt to deal with the student as a "thinking machine" but not as to a thinking and spiritual subject. The process of orientation of an educational subject must consider such dangerous curve in the teacher-manager's education and first signs of it should be eradicated.

Balanced combination of international standards of the professional school and the best traditions of academic Russian education as well as effective forms of educational process organization will give way to maximum shortage of time expenditure within the classroom alongside with enlargement of data contents.

Thus, the personality of a teacher turns out to be centered as innovative personality within innovative processes that abound in modern pragmatically oriented education burdened technologically. The effectiveness of educational processes seems impossible without the teacher as a subject of education who has to take into account laws of management, managerial specifics and his use of managerial resources available.

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#### **К ВОПРОСУ О ПРОБЛЕМНОМ ОБУЧЕНИИ И РЕАЛИЗАЦИИ МЕЖПРЕДМЕТНЫХ СВЯЗЕЙ В ТЕХНИЧЕСКОМ ВУЗЕ**

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В современных условиях важнейшей задачей вузовского образования является выработка подхода, который позволял бы студенту видеть глубокую взаимность между всеми изучаемыми предметами, как общеобразовательными, так и специальными, а также связь между изучаемыми дисциплинами и будущей профессией. Такой подход формирует системное мировоззрение, единое, систематизированное представление об учебном процессе и последующей работе, а также соответствующий стиль мышления, при котором молодой специалист, выпускник вуза, мог бы выделять и анализировать связи между различными формами деятельности и творчески пользоваться всем набором полученных знаний, по мере необходимости расширяя его. Результатом подхода должны стать

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<sup>4</sup> Thus, a good example of an innovative business game can be a development of business negotiations simulating. It is conducted within the frames of special topic studied during several classes and considered as a final class activity summing up the results of systematical educational process.

*Games' goals:* to activate cognitive activity of students when study economics with application of data received in the area of basic economic categories (Topic: "Management as Science and Art")

*Tasks:* 1. To obtain synergetic and cognitive educational effect using the topical data and exploiting the students' interest to games. 2. To support students' knowledge obtained on the subject and to give them an impetus to collective discussion and approaching to final decision. 3. To demonstrate major advantages and disadvantages of different means used when negotiating, as well as to show them rational ways of negotiation in business.