

SYSTEM OF CONTINUOUS EDUCATION AS FACTOR OF INNOVATIVE DEVELOPMENT OF UNIVERSITY

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Modern education development tendencies are determined by processes of changing basic world perception paradigms: instead of relative stability – permanent changes; geographical remoteness is no longer an obstacle for communication; local practices absorb global and, losing their originality, develop new policultural traditions; virtualization of most life spheres and integration of informational take place; economy is oriented on knowledge and informational technologies.

One of the most important directions in Russian educational area modernization is transition from functional concept to competence development of personality, from knowledge paradigm to development. Continuous supplementary education development plays considerable part in these processes, which can be considered as a formal part of so-called “life-long education” structure.

Modern educational system meets with wide range of problems, among which we can mark lag from labor market demand, gradulators’ competitiveness decrease, investment attraction of educational system decrease. Specialists training do not correspond to employer demand in content, in number of educated, in efficiency of changing requirements of necessary profession competence. If later more attention was paid to studying theoretical basis, regulations, concepts, which compose fundamentals of knowledge in various subjects, today transition to conscious information learning is necessary with more orientation on its further practical usage in professional sphere and taking into consideration demand of employers which form labor market and specialist order. Educational system should be pointed at forming flexible personality, possessing definite set of key competences, able to adapt successfully in constantly changing informational society. This task may be solved through creation of continuous education system, oriented at employers demand and passing ahead personality development. Alongside, supplementary education solves tasks of continuous education in the most efficient way, it allows solving problems, connected with competence development of personality in short terms (1, c.1-9).

Development of continuous supplementary education is one of the key tasks of innovative educational program of Tomsk State University, which is pointed at increasing availability of qualitative education according to requirements of innovative economy development and modern society demand.

Success in continuous supplementary education creation is determined by systemacy in approach to supplementary education, which is realized in various forms and on every stages of education.

Multilayer system of supplementary professional education (SPE) is created in Tomsk State University, it allows implementing retraining and professional development of innovative economy sector specialists, educators and social sphere workers, as well as system of organization and methodological support SPE programs basing on module principle of program forming and approved in TSU by accumulative professional development system.

Over 250 SPE programs were developed, more then 15 000 persons were educated according to these programs during 2006-2009, including 3000 persons which were educated using distant educational technologies. 150 programs were developed by the order or together with partners on priority directions of innovative activity. Specialists from practically every TSU departments participate in realization of SPE programs.

Starting from 2005 TSU is basic University in professional development of teaching staff of universities and starting from 2009 – in professional development of teaching staff of Russian PVO and IVE. In 2006 – 2009 over 2000 teachers from more than 145 Russian universities passed professional development in TSU. Over 350 leading Russian and foreign specialists were invited to conduct lessons on professional development programs.

Forming network distributed structure of professional development of teaching staff on TSU basis became an important phase in SPE system development. It aim was to distribute results of innovative activity on the whole system of higher education in Russia, which involve specialists from 60 universities from 6 federal regions.

Improving system of professional development and retraining of university staff became of great importance for the University; as it became a basis for providing innovative educational activity of the University, increasing quality and mobility of education. In 2006 – 2009 more than 4000 TSU workers passed professional development, over 800 workers participated in study courses in leading Russian and foreign universities, scientific centers, TSU partners; that allowed University to get high competitive advantages over other universities and reach multiplicative effect in economy.

Multilayer system of continuous education in TSU as well includes teaching senior students and undergraduates on professional retraining programs to introduce new type of activity or to give supplementary qualification. This provides imbeddedness supplementary education oriented on practice in fundamental university education. Special trainings on job placement, communicative competence development are carried out to strengthen TSU graduates competitiveness.

Supplementary children education is an integral part of continuous TSU education, it is pointed at creation conditions for revealing and developing of gifted youth, forming personalities, which possesses solid basic knowledge and which are able to adapt to modern life conditions. University offers to schoolchildren programs of gifted children training for All-Russian Olympiad, preparing for USE, seven correspondent and evening schools (correspondent physico-mathematical school, schools “Young chemist”, “Young biologist”, “Young chemist”, “Young manager”, “School of young journalist”, “School of young philologist”, “School of young cryptographer”). Schools are organized basing on concept of open profile school developed in TSU, which is founded on network model of education and using information and communicational technologies.

Effectiveness of a network schoolchildren education model, created in TSU is proved by practical working experience in 12 regions of the country.

In 2006-2009, over 1 500 persons per year were studying in TSU on programs of schoolchildren supplementary education. Annually over 1000 of schoolchildren join university life through contests, Olympiads, projects, through school portals “University avenue” (<http://shkola.tsu.ru/>), which unites schoolchildren, students, professors and teachers in network societies and allows creating equal educational possibilities for urban and rural residents.

Usage of distant education technologies (DET) allows making supplementary education more effective, flexible in approach to content and educational technologies and available.

An important condition of education development on DET basis is forming united educational information environment (UEIE) on the basis of integration of educational institutions on administrative, methodological, personnel and technological levels. This creates conditions for distribution of educational resources and innovative methods, development and implementation of joint educational programs, united system of access to educational resources and region programs creation (2, c. 18).

Implementation of distant programs of supplementary education calls for fulfillment of several requirements, connected with technical, technological, personnel and methodological support. In Tomsk region, as well as in the number of other regions of Siberian Federal district, this problem is successfully solved due to development of regional UEIE, basing on resource center infrastructure, provided with contemporary computer equipment, having access to the Internet, prepared staff to maintain distant programs.

Distant educational technologies allow organization of individual as well as group education. Group distant education is organized in educational centers (universities-partners, schools, resource centers, university branches), provided with necessary satellite equipment, allowing to provide multiserver support of educational process using Tomsk inter-regional center possibilities of satellite access (Teleport) TSU, including broadcasting with satellite means of communication,

videoconferencing, on-line access to educational resources, on-line and off-line technologies of pedagogical communication. is availability of. The person, who is studying individually, should have got Pc set up to Internet access, web-video camera, microphone, headphone, acoustic system, and it is necessary condition for individual distant education.

The basic of distant education on supplementary programs is video lectures of professors, using satellite television technologies and IP-broadcasting and forms of active work, basing on videoconferencing. Lectures broadcasting is realized through Teleport TSU on educational institutions of Omsk, Tomsk, Novosibirsk, Kemerovo, Irkutsk regions, Altay and Krasnoyarsk districts, Republic of Altay, Republic of Yakutiya (Sakha).

Combined technologies are used as well, they provide IP-broadcasting with feedback videoconferenceby. With the help of videoconference and webinars, TSU professors give lecture, practical and seminar classes, consultations, guide project work implementation, organize extraeducational activity. According to subjects specificity and syllabus, some practical classes are carried out basing on traditional technologies of class work using trained tutors (3, p.5-10).

Nowadays new equipment and technologies are used during distant education, they are connected with Web 2.0 development: e-portfolio, audio- and videopodcasts; “webquest” technologies, etc.

Process of education on supplementary programs basing on DET is distinguished from the rest by high methodic and technological level. Education is implemented using automated system of distant education “Electronic University” (<http://edu.tsu.ru/main.php>), designed in Institute of Distant Education TSU. The system allows providing educational process management and organization of it support – access to informational and methodological resources (specified databases, electronic textbooks, audio and video materials, testing systems, etc.), indirect communicative environment which provides continuous Internet support of educational process.

DET application increases supplementary educational programs competitiveness, creating conditions for constructing individual educational directions of maximum educational process individualization, this allows getting leading lectures and specialist - practitioners involved in educational process on supplementary education programs, distribute unique practical experience efficiently. Network model of distant programs in supplementary education allows widening choice of educational technologies, academic mobility of students and professors, creating network communicative area. Using various pedagogical and informational technologies allows implementing flexible combination of independent cognitive activity of students and various information resources, group activity, effective and systematic interaction with pedagogues in practice. Results stability in development of continuous c is provided by approach systemacy to

programs of supplementary education, their directivity to newest technologies and educational models, to modern level of innovative sphere development.

Education on distant programs of supplementary education is provided by monitor researches, which allows make conclusions about quality of education, correspondence programs and educational goals set up, etc. Results received allow find out weaknesses and strengths in education organization, educational materials development, predicting further programs development.

Formed multilayer system of TSU supplementary education provides steady development of University intellectual potential; capitalization in business basing on close collaboration with employers, as well as it allows attracting gifted youth into University and implementing continuous support of innovative act in the University and in the region.

At the same time several problems exist and prevent development of continuous education system.

Firstly, it is lack of normative and legal regulations, coordinating usage of distant educational technologies in Russia. "Order of distant educational technologies usage", approved by the order of Russian Ministry of Education from the 6th of May, 2005, № 137, do not solve this problem, this restrain development of distant education substantially.

Secondly, there is no conditions for organization network distributed structure and informational system of network interaction in the sphere of supplementary education, normative legal regulations of joint educational activity.

Thirdly, weakness of marketing research of labor market and educational services in regions and lack of united database, received as the result of researches.

Solving these and alike problems will allow not only expanding continuous education system, including all social and age groups, predict prospective directions of supplementary educational services development, as well as providing wide usage of distant educational technologies for supplementary education programs organization. This will allow creating conditions for real network interaction of educational institutions of all levels, placement services, and enterprises of real sector of economy, organizing joint activity on design and realization of supplementary educational programs, providing Russian citizens with equal conditions for education lifelong.

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