

The Technology for Implementing Networking in Training

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Abstract: The article describes the experience of networking between universities in the development and approbation of modules of the main educational programs in the process of project implementation modernization of teacher education. To implement this project, it was proposed create in the participating universities network teams of changes - a temporary labor collective, in which includes teaching staff of several organizations concluded between a network cooperation agreement. The purpose of creating a network team: changing organizational training process for the possibility of building individual educational student trajectories when using the resources of several educational organization. The article defines the managerial roles, rights and obligations of participants in a network manda changes. The article indicates that the development of educational modules for Ban-educational modules should be carried out in the framework of joint core professions regional educational programs, as well as the criteria for the selection of educational n organizations for the implementation of OPOP in a network form.

Keywords: network interaction, network change command, module of the main development program, Bank of modules.

I. INTRODUCTION

The development of networking at various levels of the education system is It is one of the most important tasks of the educational policy of the state. Today under the network

Interaction is understood as a system of horizontal and vertical connections, providing reducing accessibility of quality education for all categories of citizens, variability of education, openness of educational organizations, increasing professional competency of teachers and the use of modern ICT technologies [2].

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II. PROPOSED METHODOLOGY

Nizhny Novgorod State Pedagogical University named after K. Minina jointly with partner universities from Moscow, Kazan, Novosibirsk and other cities of Russia is a member of the Pedagogical Education Modernization Project. One of the goals

The project is the development of online forms of teacher education based on new modules and rules for the implementation of undergraduate programs involving multichannel the need for teacher education as the basis for improving the federation educational standards, the development of new exemplary basic educational programs [1].

A. Block Diagram

During 2014-2015 universities participating in the project developed new modules of basic educational programs that have been tested in higher educational institutions project. When interacting within the framework of testing modules between project participants, stable horizontal connections. The participating universities provided each other with educational resources in order to increase the effectiveness and quality of educational vative process. The uniqueness of networking was also that each participant in network interaction offered his ideas, not duplicating each other, but complementing, contributing to the overall end result: the modernization of pedagogical education.

In accordance with the Federal Law “On Education in the Russian Federation” [2], the online form for the implementation of educational programs makes it possible students mastering using the resources of several organizations engaged in educational activities, as well as, if necessary, using the resources of other organizations.

B. Algorithm

The objectives of network education in the framework of the Modernization of Teacher Education Project are:

- training with unique competencies demanded in the labor market priority sectors of the sectoral and regional economies and the labor market;

- improving the quality of education through the integration of resources of partner organizations in priority areas of sectoral, intersectoral and regional development in accordance with international standards;

- introduction of the best examples of domestic and foreign practices in educational process for the development of applied research for the needs of enterprises in the region.

In the process of implementing the project activities,

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modular educational programs were developed. When developing modular structures within the framework of this project, we proceeded from the fact that a modular

educational technology is a sequence of procedures for implementing a completed unit of an educational program that forms one or several specific competencies with the help of an optimized set of pedagogical technologies, including procedures for monitoring the learning process, control of knowledge and skills that are learned at the exit. Modular educational technology includes a set of various educational technologies, depends on the profile of training and should be designed for specific learning conditions [9]. All training programs were built flexibly, in the form of a set of modules, based on the need for certain skills, with the ability to complement and adjust as necessary; the main content of the programs was focused on real labor activity, expressed in specific applications and wishes of employers; teaching methods were mainly focused on the practical activities of students, primarily in the framework of mastered competencies, the role of the teacher is to organize the training process reading and provide ongoing support during the implementation of students' practical work and assignments; assessment of learning outcomes consists in the development of certain competencies that ensure the performance of work on a given type of activity in accordance with the profession / specialty [9].

One of the results of the Teacher Education Modernization Project is the Plan for the Creation of a Publicly Open "Library of OPOP Modules" for Teacher Training. It is clear that this library of modules is possible with the transition of universities to the modular structure of the organization of the educational process.

Along with the project for the modernization of teacher education, since 2016. In Nizhny Novgorod State Pedagogical University was developed and launched project "Configurator of personal success", which is aimed at providing educational human needs and allows the user to predict their professional lifelong development. The aim of the project is to create information educational service of the University of Minin, using which a person himself can choose the educational trajectory of your studies, being an applicant, a university student or a certified specialist. Life Path and Professional Career Plan it is necessary for a person who wants to be competitive, achieve success, give a certain direction to the course of life, wants to feel like master of his own fate.

Structurally, the "Configurator of personal success" project is divided into three interconnected blocks: the student's personal account, the student's personal account, and the specialist's personal account.

The personal account of the applicant will allow the optimal way to determine the predisposition to a particular profession, learn all about the forms and directions of training, etc.

The student's personal account is made in the form of a student's service book and contains all the information necessary for a student to successfully study at a university (schedule, electronic test book, portfolio, student educational modules, useful links, etc.).

The personal account of a specialist will allow you to receive additional education in Minin university and partner universities.

C. Flow Chart

From the point of view of network interaction, we are interested in the "Student's Personal Account" block, in which there is the "My Educational Modules" service. The idea is that Dent chooses a certain number of modules per semester, thus building his personal individual educational route.

Moreover, as can be seen from Figure 1, the modules are divided into two types: mandatory modules and optional modules. The student cannot change the list of modules required to study this semester. He selects the modules of his choice from the drop-down list until he reaches the required number of credit units.

Having completed the task of creating a Bank of educational modules for our university, we propose creating a network Bank of educational modules from which a student can choose at the beginning of the semester educational modules of not only his university, but also partner universities.

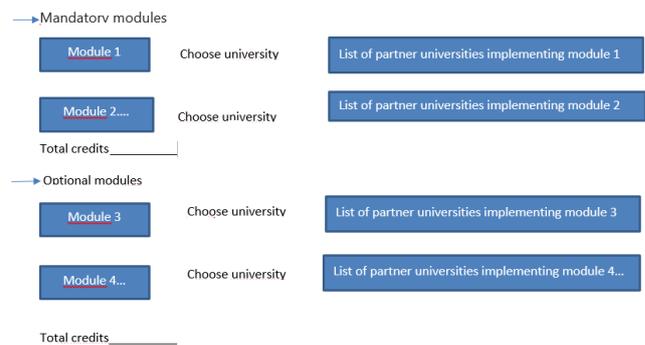


Figure 1. Selection of modules at the beginning of the semester.

To accomplish this task, it is planned to create an OPOP network team - a temporary labor collective, which includes teachers from several organizations that have concluded network cooperation agreements with each other. The purpose of creating a network team: changing the organization of the educational process for the possibility of building individual educational trajectories of students using the resources of several educational organizations.

For the high-quality implementation of the project, the structure of the network team has been defined newly: the moderator of the network team changes, modular groups of the network team changes, consisting of a leader and members of the group.

The moderator of the network change team is the team leader who plans, manages and coordinates the activities of all functional sectors teams (modular groups) at all stages of the project, ensures their consistency.

The leader of the modular group of the network team of changes - organizes the work on the project in a particular educational institution, is responsible for the timely and high-quality execution of work by teachers working in the network team of changes.

A member of the modular group of the network team of changes - teachers of a particular educational institution who are focused on the implementation of practical activities

- knowledge on the development and implementation of educational modules in a network environment.

III. RESULT ANALYSIS

The moderator of the online change team has the following responsibilities:

- forms a network change team;
- organizes virtual meetings aimed at improving professional competence of teachers in accordance with the work plan;
- timely draws up documentation;
- ensures coherence in the work of modular groups;
- interacts with external project participants for effective and

timely implementation, attracts the necessary resources for the implementation of the project;

- communicates with leaders and subjects of modular groups in order to project nitrating, making decisions on the course of work, etc.;

- gives an assessment of the participation of each participant in achieving the goals of the project team.

The leader of the modular group of the network team changes performs the following duties:

- motivates teachers to work in a network team of changes, forms a cohesive, efficient, high-impact modular group and organizes its work;

- provides methodological support for members of a modular group;

- interacts with the moderator of the project team;

- monitors the quality of work of members of the modular group of the network team changes.

The product of the network change team is:

- synchronization of curricula and calendar curricula;
- development and testing of new educational modules for their implementation in a network environment;

- coordination of student learning on individual educational paths according to the modules they developed.

The development of educational modules for the Bank of modules should be carried out in as part of joint core professional educational programs. A joint core professional educational program is a single program of two (or more) educational organizations with fully synchronized curricula and calendar curricula and with clearly defined responsibility of participants for the provided resource at each stage of its implementation.

Thus, the influence of the development of network interaction at different levels of the education system is increasing is one of the most important tasks of the educational policy of the state. The study showed, diagram 1, that the level of quality of general education, the successful socialization of students and the education of a competitive personality are increasing, and the cognitive interest in technical, natural science creativity is increasing.

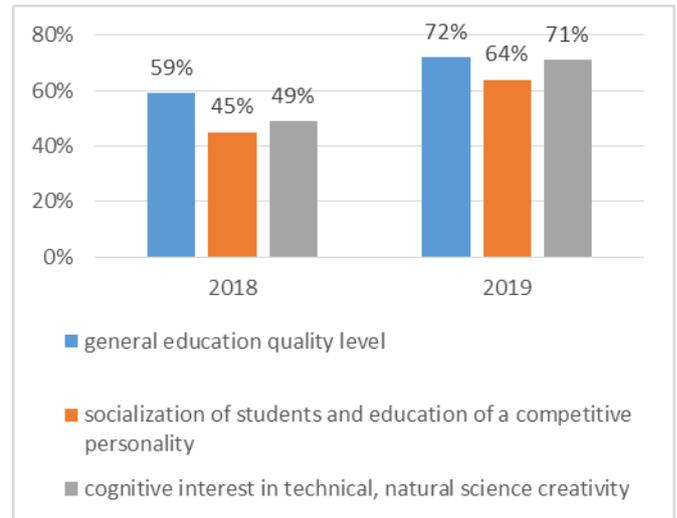


Diagram 1. The impact of the development of networking at different levels of the education system

IV. CONCLUSION

The development and approval of a joint educational program requires niya a number of consecutive steps:

1. An informed choice of educational programs for joint development.

2. Formation of a network team of two or more organizations. Increase qualifications of team members for the effective use of the best domestic and foreign practices in the design of educational programs as part of a network of action.

3. Development by the network team of a modular structure of the main professional essential programs for joint implementation.

4. The presence (or creation) in each organization - a participant in the electronic project educational environment for the online implementation of educational programs, including material, technical, educational and other types of educational support activities.

5. Development of educational content, including for the implementation of distance learning advanced technology and e-learning.

6. Development and testing of a mechanism for implementing networked forms of training using distance educational technologies.

We have identified the following criteria for the selection of educational organizations for

Lizings of the main professional educational programs in a network form:

1. Modular curricula of basic professional educational program.

2. The presence in the university of a distance learning system.

3. The presence of the Bank of educational modules.

4. The presence of an open piggy bank of video recordings of lectures and seminars of leading scientists of high schools behind.

There are several positive aspects to the organization of networking and actions:

1. The use of network interaction for innovative development of education- institution allows to overcome the limited interaction of personal mi and leads to the emergence of new forms of interaction.

2. The new position of the teacher as a co-developer allows him to see the significance of innovative activity, which affects the involvement in innovation the activity of a larger number of educators and leaders.

3. With networking, a new form of joint organization is built advanced training, which is built around the subject of collective development.

4. Creating a network of educational institutions in the implementation of innovative pro projects involves the creation of a unified information system for innovative development educational institutions.

5. Network management requires the creation of a network team that organizes accompaniment and support of networking. Coordinates action network team moderator of an educational project.

6. Using networking allows you to expand the scale of implementation new developments, to reach a higher level, including federal.

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