Chapter 13

Vocational Training of Masters Using E–Learning Systems as the Basis of a Professional Teacher

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ABSTRACT

In this chapter, the authors show a promising model of education in the future. The model is based on blended learning and integrates remote and internal forms. At present, the authors have developed system elements for graduate teacher education, combining classroom training with remote instruction. In this chapter professor Elena Rumbesha (Tomsk State Pedagogical University) and professor Vardan Mkrtchian (HHH University) use the results of previous research and publications about Masters of Education to explain the idea of distance learning as a special form of interaction between teachers and students enabling those to use inherent in traditional teaching forms and methods along with modern distance learning methods.

INTRODUCTION

Modern education is increasingly using remote means of communication between the teacher and the student. On a particularly active basis remote forms of communication with the students are applied in high school education. Less actively they are applied in teaching students, though research on their application is being conducted. To illustrate the application of distance learning methods in the educational process of preparing future teachers of physics we will explain the common understanding of the meaning of distance learning. A renowned expert in the field of distance learning provides for two
different approaches to the understanding of its meaning (Mkrttchian, 2012). According to him, the first approach to distance learning involves the exchange of information between teacher and student (group of students). Students receive information on the subject and system of tasks for its assimilation. The results of independent work on its assimilation are forwarded to the teacher for evaluation. In this case, students do not acquire personal educational experience as there are almost no organized activities on the construction of new knowledge or the incorporation of new knowledge in the existing background. In the second case, the dominant distance learning deals with students’ personal productivity activities built with the help of modern means of telecommunication. Exchange and transfer of information serve as auxiliary medium for the organization of students’ productive educational activity. Aim is the creative expression of the student. Education in this case can occur synchronously and asynchronously and can be realized via e-mail. This case results in the development of a form of training or educational activities productive ways. Despite the active development of distance education in Russia, there are still a lot of problems in its application. It is stated by another well-known specialist in this area. According to this author, the computerization of education in the country has not yet achieved the following:

- Information software (books, textbooks, etc.);
- Methodical and psychological support of students’ learning (counseling, organization of joint activities and so on.);

Mkrttchian (2011) stated that one of the most promising models of education in the future will be a model for integrating remote and full-time students. We agree with the author in this regard, and are currently developing the elements of a system for training in graduate teacher education, combining classroom training with remote instruction.

In practice, a new approach to Masters’ education is needed for several reasons.

1. As a rule, undergraduates work with their previous education in a school. Due to their load at school, they miss a certain number of classroom hours. To master the curriculum, along with the entire group, they need to work on their own teaching material, which has been studied by other students auditoriy, and report to the teacher.

2. In accordance with the curriculum of the training program, students must learn on their own. Independent work is built in such a way that students master the elements of educational technology while practicing. In addition, independent work projects take into consideration students’ interest and needs. On teacher’s part, this requires prior differentiated planning, periodic counseling for students, discussing their successes and failures with them. All this can be done easily via e-mail.

3. Prospective teachers need the ability to organize distance learning (DL) students. In this respect, they need their own practical training in the learning process, which is carried out in the process of distance learning.

Based on the above, we can see that in teaching undergraduates, distance learning should be applied together with the traditional learning. Thus, we have chosen the remote interaction via e-mail as additional to the traditional one.