Chapter 21

The Control of Didactics of Online Training of Teachers in HHH University and Cooperation with the Ministry of Diaspora of Armenia

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ABSTRACT

In this chapter, the author (Scientist and Politic) analyze the estimation and control problem of didactics development at online training and retraining on HHH University of Armenian teachers in nongovernmental and Sunday school in all counties around the world, and cooperation role in this process and perspective’s from the Ministry of Diaspora of Republic of Armenia. Relevance and novelty of the authors approaches to identifying promising areas of didactics in conditions of modern education, based on fundamental research in the theory of learning, growing in modern conditions of globalization of really society. Of considerable interest are the comparative characteristics of the main components of the traditional teaching of science and modern pedagogy, operating under conditions of really education that can detect requests for training members of modern society, learning content, reflecting changes in science, engineering and technology, and teaching methods corresponding to modern ways of knowing the scientific, social laws.

INTRODUCTION

The implementation of long-term development plans for economic and social development in countries around the world, ensuring the welfare of citizens, requires an investment in human capital. The success of these plans depends on the extent to which all participants in the economic and social relations will be able to maintain its competitiveness, which are essential conditions for such personal qualities.
as initiative, the ability to think creatively and to find creative solutions (Mkrttchian, 2011). In a global market, in which all countries of the world, such qualities demanded not only by individuals, but also whole creative teams, businesses and regions. These circumstances determine the investment nature of investments in education. At the national level there is a need to create and implement a social life of universal values and a common vision for the future of the Ukrainian people, which would allow representatives of all national communities to feel an integral part of a unified political nation, and at the same time to preserve and develop their ethnic, linguistic and cultural characteristics. Intercultural approach is a new priority of interaction, relationships and interactions. It is characterized by the transition from hierarchical systems to the system is equal to “network” of interaction. As a consequence of the restoration of the original cultural model in its pure form becomes a pipe dream: cultures interact and enrich each other in a system of mutual dependence.

The result of this approach is a long-term goal of promoting “active” tolerance. Representatives of the general population do not perceive a need to “integrate”: the majority expects the minority must adapt. Tolerance should be achieved not only by providing certain knowledge and skills of government officials, academics, NGO leaders and the media, but also through the creation of a basic foundation for cooperation and thus achieving integration into society and tolerance as important “byproducts”. Although a large number of projects aimed at tolerance in the world, have been supported by international organizations, almost all of them were addressed to a narrow target groups. Moreover, unfortunately, the activities of various international donors contributed more competitive institutions, communities and NGOs, but not their interaction. The need is to develop the same ability of national societies to tolerance, diversity management, and prevention of violence through the cooperation of representatives of all sectors of society. Implementation of the foundations of multiculturalism in education is not limited to teaching the native language minority children (or even create them for schools with native languages of instruction), and the introduction of all the schools of the subject “multiculturalism.” It offers the prospect of revising the entire education system and the nature of teaching many subjects, from languages and history - to the natural sciences. Hence the problems are of writing textbooks from the perspective of multiculturalism, teacher training, and introduction of new teaching methods. Significant and substantial contribution to the promotion of education reform and the implementation of the most innovative initiatives are making educational NGOs and their joint efforts. Today we can say that progress towards the creation of equal opportunities for children of different ethnic communities in ensuring the revival of the native language and to create conditions for its study and instruction in their native language. The main activities of NGOs were aimed at creating equal opportunities in the field of socio-cultural, non-adversarial search in the communities support the sustainability of the integration of national minorities the community, given the diversity of the process of integration in a multicultural and multiethnic environment (Mkrttchian, & Stephanova, 2013). Accordingly, all of this was a contribution to the maintenance of peace, understanding, and democratic foundations of society. Most people today understand that this is one of the aspects of multicultural (or inter-cultural) approach to education in multicultural areas. Recent joint initiatives of NGOs, community leaders and local authorities, to popularize the cultures of other ethnic groups, the experience of bilingual, Sunday, alternative schools for projects allow you to move in the direction of education inter cultural understanding and tolerance between people of different ethnic, linguistic, religious and cultural communities.