New educational strategies versus the traditional methods

Nove obrazovne strategije nasuprot tradicionalnim metodama

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ABSTRACT

Education plays an important role in human development by empowering people to improve their well-being and participate actively in nation building. Education and training help to build human capacity for both men and women. It is a key priority area for poverty reduction. The development of contemporary technologies, especially the Internet, on the one hand and changes in management practice, communication and work organization in companies on the other hand, have in recent years brought about changes in the kinds of knowledge and ways of acquiring it. In keeping with these, new educational programs, as well as new modes of studying, everywhere in the world the existing education system is being redefined and educational programs that have to closely relate to practice are being improved. For that sake, "new schools for entrepreneurs and managers" are founded, which are based on modern programs and courses meant for various

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groups of business people. Very popular are virtual faculties which are found all around the world and which enable connections between business people and business students with lecturers from all around the world, no matter where they actually might be. Participating in courses and testing over internet, essentially change previous way of gaining knowledge in classical classrooms. This way of learning contributes to fast information exchange, more access to the newest knowledge and experiences in this domain and save the time and money. Thus, in this millennium, the classic way of education will be slowly substituted with some other forms of education, in which learning from homes and offices with the help of computers were true. Interactive education should provide a completely new dimension of gaining knowledge and to make it easier for those who attend certain courses to learn faster and easier.

KEY WORDS: *Education, new education strategy, traditional model, e-learning, virtual faculties*

Introduction

The proponents of educational technology have for years stated that faculties need to focus more on teaching "21st-century skills," such as problem solving, critical thinking, and collaboration. The 21st century learners will need to meet the complex demands of the new economy and society in a globalized form (Radović Marković, 2006-2007). The workplace of tomorrow will increasingly require 21st century learners to work in teams, collaborating across companies, communities, and continents. Certain skills cannot be developed solely by simple multiple-choice exams. New education programmes for entrepreneurs must be based on exchanging good practice through studies and networks among strategic partners (researchers, entrepreneurs, financiers, advisors, policy-makers, and so forth). To address individual needs of learners, attention must be paid to the adaptability of the curriculum and the learning environment. A worthy institution views quality issues as primary and integral throughout the conceptual design of its education programmes. True quality institutions must govern their curricula, instruction, and support services by policies and standards established to assure future success of the participants (Capogrossi, 2002). In many occasions, the assessment and examination vehicles have been evaluative measures of knowledge and competencies of learners measured against learning objectives derived from the needs of the industry and professions. Successful institutions must design their learning objectives to serve the demonstrated needs of the desired student audience. The academic and professional needs of the student audience will be at the foundation of the curriculum, and the subject matter objectives will become the focus of a quality control process (Capogrossi, 2007).

The general competencies versus specific competencies

Competency is the ability of persons, which is confirmed by some writing, refers to the fact that this person is meritorious to perform certain occupations (Pukelis, 2009, p. 20). It is important to note that during the process of education and training for a profession, a person develops their skills in accordance with the standards of the profession.

A large number of competencies can be classified into two types:

- competencies that can be successful on a number of different tasks (general competence);
- knowledge, skills or strategies that are appropriate for an organization that is specific and which requires adjustment in a special way (Weinert, 2003, p. 60).

Jim Allen and Rolf van der Velden in 2005 made the methodology on the basis that the highly qualified staff is expected to develop at least five areas of competences:

1) <u>Professional competence</u>: it is expected from higher education to become experts in their professional field;

2) <u>Functional flexibility</u>: is a highly educated staff that need to be able to respond to new challenges and to quickly acquire new knowledge;

3) <u>Innovation and knowledge management</u>: the highly educated person is expected that in addition to the successful performance of tasks to create an environment in which they will operate on the basis of knowledge for innovation;

4) <u>Mobilization of human resources</u>: the highly educated people are expected to be able to complete mobilization of all available human resources and direct them in the desired direction;

5) <u>International orientation</u>: the highly educated persons are expected to be strong internationally-oriented, given the globalization process. (Allen, Van der Veld en, 2005, p.2-4)

In recent years the study of education, especially are focused to the general competencies (Bridgstock, 2009, Barth et al, 2007. Canto-Sperber, Dupuy, 2001, Holmes, Hooper, 2000, Bennett et al, 1999). One of the main reasons for the development of this research is aimed to improve the quality of study and level of knowledge that students gain after the educational programs at institutions of higher educated. "The goal in this case, in addition to professional training, is to promote the development of personality enabling it to cope with complex situations and easy to make decisions" (Barth, Godemann, Rieckmann, Stoltenberg, 2007, p. 421).

In contrast to the general competencies - specific competencies can be further classified into those that are directly related to specific companies, specific tasks and those related to economic sectors (Gracia-Aracil, van der Velden, 2008).

Competencies are linked with practical work in the labor market, while the results of studies directly related to the conditions of learning and teaching, which simulates a real business situation.

Labour market changes and the emergence of a new technology have led to a gradual redefinition of education.Training of human resources for specific tasks performed primarily in terms of increasing knowledge and skills of employees, in order to better come out to meet and withstand the competition coming from an external environment.The training is not just a one-time training, but a continuous process that lasts the whole working and lifetime. The new way   of acquiring   knowledge, combines formal and informal learning with a practical work experience. Raising awareness, training and qualifications of employees is a crucial factor in market competition. Studies have shown that training in the workplace as well as recruiting and sponsoring employers associated with more positive results compared with the training and programs that are organized in the classroom and not affiliated with the private sector. Some studies also suggest the value of linking training with formal qualifications of staff.

Skills which will meet new requirements of jobs and societies

Employment, in essence, has a double meaning: for workers it means income, building personal skills, work satisfaction, and social status, on the other hand, for society, it is the main source of prosperity.Therefore, the objectives of employment should be assigned a significant role in making economic and social policies. The incompatibility of labour force availability in the labor market is widely diffused, particularly for women, because they are not included in it. Many of the skills and knowledge of women have been outdated due to the changes in the structure of production, the developed technologies and the new forms of work organization. The Europe's untapped potential appears to derive from a complex set of mutually interacting framework conditions, attitudes, and skills. However, priority will be given to virtual learning as a means to enhance entrepreneurship.

A large amount of literature deals with comparison of the modalities of electronic education with oral speech, especially with a direct, face-to-face communication, despite the fact that electronic education displays a large number of properties similar to the real world education. Similarly to the face-to-face education, electronic education is interactive in nature. The result is that the behaviour in electronic education takes on the characteristics of both the documents – the written and the informal education (Wilkins 1991). Regardless of the advantage in terms of the speed of exchange of information virtually and to larger distances, electronic education

revealed some additional misconceptions, e.g., the tasks will not be solved faster if set electronically, which is not truley the case (Ferrari 2009).

Technological platforms require educational policymakers to devise new approaches for learning methods. These technological platforms provide the learners with lots of opportunities, such as what is learnt through an online learning or a combination of face to face with online learning systems. Moreover, in short range we can expect that the learners could learn with software that is customized based on their kind of intelligence and learning methods (Christensen et al., 2008). Various online applications could be used to enable teachers to become more and more innovative in their teaching styles, as well as students to develop their analytical and creative skills and to learn and think creatively.

## Will traditional education be replaced by new modalities education?

Open communication and management approaches will become the driving techniques to enhance learning skills in virtual environments, which will meet new requirements of societies. High quality traditional entrepreneurship education can be used as a means to obtain new skills for entrepreneurs or necessary to foster alternative ways of education. Self-motivation, as a means for people to acquire computer skills, seems to be the major educational component to emphasize when devising an academic entrepreneurship programme.

The new learning environment should provide preconditions for independent learning and support human development process. Meeting these challenges calls for an education strategy which seeks to establish new goals for education and placing greater emphasis on individuality. The new education strategy should respect individuals, encourage independence and freedom in learning and teaching, provide a barrier-free environment and respect sexuality. At the same time it fosters individuals in reaching their fullest potentials.

In traditional education students are passive participants on all the education levels. Their personal creativeness is not encouraged, nor is they challenged to think critically (fig. 1).

Fig. 1 New educational strategies versus the traditional methods:

A) *Traditional education approach*
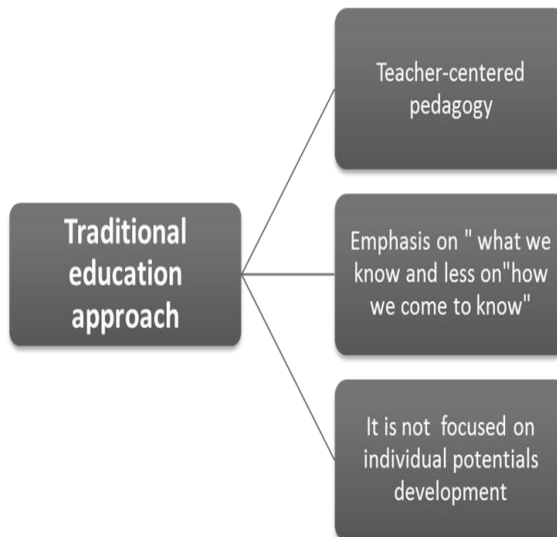
The new model of education should increase an individual's level of independence and freedom. At the same time it fosters individuals in reaching their fullest potentials. Meeting these challenges calls for new priorities in education. It means an interactive style and education based on individual needs and abilities that should provide a completely new dimension of gaining knowledge.

B) *Proposal for a new education strategy*
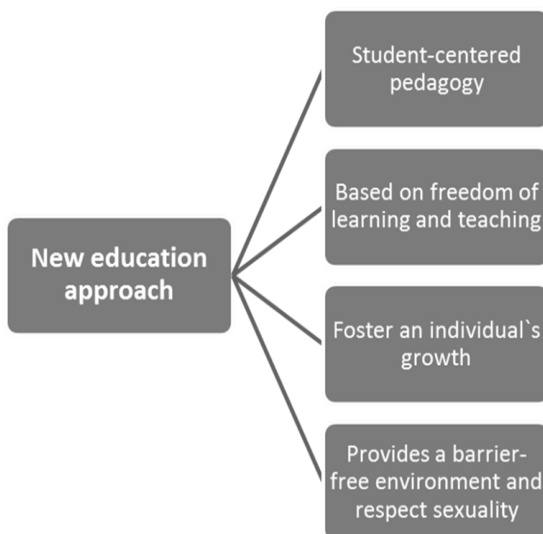
Conclusion

In summary, education and training play an important role in human development by empowering people to improve their well-being and participate actively in nation building. Education and training help to build human capacity for both men and women. It is a key priority area for poverty eradication and reduction. However, lack of appropriate skills cannot lead directly to prosperity. The development of contemporary technologies, especially the Internet and GSM, on the one hand, as well as changes in management practice, communication and work organization in various contemporary organisations on the other hand, have in recent years brought about changes in the kinds of knowledge and ways of acquiring it.

In keeping with the above, new educational programs have appeared, as well as new modes of studying. Accordingly, everywhere in the world the existing education system is being redefined and educational programs that have to closely relate to practice are being improved. For that sake, "new schools for entrepreneurs and managers" are founded, which are based on modern programs and courses meant for various groups of business people men and women. Very popular are virtual faculties which are founded all around the world and which enable connection between business people and business students with lecturers from all around the world, no matter where they actually might be. Participating in courses and testing over internet, essentially change previous way of gaining knowledge in classical classrooms.

The above way of learning contributes to fast information exchange, more access to the newest knowledge and experiences in this domain and save the time and money. Consequently, in this millennium the classic way of education will be slowly substituted with some other forms of education, in which learning from homes and offices with the help of Computers were true. Interactive education should provide a completely new dimension of gaining knowledge and to make it easier for those who attend certain courses to learn faster and easier.

Finally, in order to prepare students for learning and growth in a technologically-fostered and globalized world, schools must evolve from their traditional model of education to a more active, learners-centered approach to learning.

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APSTRAKT

Obrazovanje igra važnu ulogu u ljudskom razvoju u smislu njihovog podsticanja da poboljšaju svoje znanje i aktivno učestvuju u izgradnji nacije. Naime,obrazovanje i obuka doprinose izgradnji ljudskih kapaciteta bez obzira da li su u pitanju muškarci ili žene. Ono je takođe ključni prioritet za smanjenje siromaštva. Razvoj savremenih tehnologija, posebno interneta, s jedne strane i promene u praksi upravljanja, komunikacije i organizacije rada u preduzećima sa druge strane, u poslednjih nekoliko godina su doneli promene vrsta znanja i načina njihovog sticanja . U skladu sa tim, svuda u svetu redefinišu se postojeći i stvaraju novi obrazovni programi, kao i novi načini studiranja. U tom cilju osnovane su „nove škole za preduzetnike i menadžere", koje se zasnivaju na savremenim programima i kursevima namenjenim različitim grupama poslovnih ljudi. Veoma su popularni virtuelni fakulteti, koji omogućavaju povezivanje poslovnih ljudi i studenata sa predavačima iz celog sveta, bez obzira gde se oni lokaciono nalaze.

Naime,pohađanje kurseva i testiranje preko interneta, suštinski su promenili tradicionalni način sticanja znanja .Ovakav način učenja doprinosi brzoj razmeni informacija, boljem pristupu najnovijim znanjima i iskustvima i uštedi vremena i novca. Tako, u ovom milenijumu, klasičan način obrazovanja će biti polako zamenjen nekim drugim oblicima obrazovanja gde će se insistirati na interaktivnosti kod učenja. Interaktivno obrazovanje treba da obezbedi potpuno novu dimenziju sticanja znanja i da doprinese njegovom bržem i lakšem usvajanju.

KLJUČNE REČI : Obrazovanje, nova strategija obrazovanja, tradicionalni model, e-learning, virtuelni fakulteti