

- С помощью собственного web-представительства можно эффективно заниматься маркетинговыми исследованиями. Организовывая блиц-опросы по различным темам, можно автоматизировать статистические данные; создавая форумы и конференции в Internet, мы получаем представления о потенциальных клиентах; предоставляя своим клиентам возможность высказывать свои пожелания или недовольство мы устанавливаем более тесную связь с ними.
- Обеспечивается поддержка постоянно функционирующая.

Результаты проекта опубликованы и представлены в трудах конференции и журналах, а также будут использованы в учебном процессе по курсам, связанным с современными информационными технологиями и менеджментом. Среда апробирована и рассчитана на использование широких групп специалистов Востока и Запада: (а) преподавателей и сотрудников учебных заведений и научных институтов; (б) представителей производственных предприятий, работающих в области информационных технологий; (в) аспирантов и студентов.

PROBLEMS OF THE CONCEPT SORT OF, A TRAINING CENTER OF THE COMPANY

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ABSTRACT

The system of remote teaching has built up a reputation for itself as most effective when it is required to cover a maximum audience at restricted resources. The remote teaching can be described as the modern form of correspondence teaching on the basis of new information technologies and systems multimedia. The modern means of telecommunication and means multimedia, methodology of remote teaching allow to overcome defects of the traditional correspondence form of teaching, saving thus all of its dignity: mass scope of an audience, absence of housing problems and ... Ensuring thus padding economies on travelling and living expenses teaching, that results in considerable decrease of cost of teaching of the experts of the Company.

1. THE PERFORMANCE OF REMOTE FORMATION

Under remote formation (RT) is understood a complex of educational services granted broad strata of the population in country and abroad with the help of specialised informational - educational environment on any spacing interval from educational establishments. Informational - educational environment RT represents the system organised collection of means of data transfer, information resources, protocols of interplay, hardware-software and methodical maintenance

oriented on sufficing of educational necessities of the users.

2. CHARACTERISTIC ASPECTS OF REMOTE FORMATION

Flexibility: trained on the system of remote formation (FRT) basically do not visit regular occupations by the way of lectures and seminars, and work in friend for itself time, in a friend place and in friend rate, that. Is major advantage to those who can not or does not want to stop the usual structure of life. For receipt it is not required formally to student any of an educational qualification. Each can study so much, how many it is personally necessary for development of a subject and receiving of indispensable offsets at elected rates.

Modularity: in a ground of programs RT is fixed a modular approach. Each separate rate creates integrated submission about a particular data domain. It allows from a set of independent rates - modulus to reshape the educational program adequate individual or batch (for example, for staff of the separate company) necessities.

Economic efficiency: the average estimation of world educational systems demonstrates, that RT manages on 50 % of the more cheaply traditional forms of formation. Experience of domestic non-state centres RT demonstrates that their costs of preparation of the expert constitute approximately 60 % from the costs of preparation of the experts

under the daytime form. The rather low cost price of teaching is ensured at the expense of usage of more concentrated submission and unification of the contents of technologies RT on a plenty teaching, and also for the account more effective utilisation of the existing educational floor spaces and means.

For example, in days off.

New role of the teacher: such functions are assigned to him, as the co-ordinating of cognitive process, adjustments of a taught rate, consultation at drawing up of the individual educational plan, management of the educational projects etc. it administers educational groups, helps trained in their professional self-determination.

Asynchronous, as a rule, interplay trained and teacher in FRT repuses messaging by their mutual parcel to the address of the correspondents. It allows to analyse the acting information and to answer it in friend time. Methods of asynchronous interplay are electronic voice mail or electronic computer webs.

Specialised quality control of formation: as the forms of check in RT the remotely organised examinations, interviews, practical, course and design operations, intellectual computer testing systems are used. It is necessary apart to point out, that the solution of a problem of quality control RT, his correspondence to the educational standards have key significance for success of all system RT. From Success of its solution the academic confession of rates RT, possibility of offset of their passing by traditional educational institutions depends. Therefore for a verification of compliance in FRT the uniform system of state testing should be created.

3. USAGE OF SPECIALISED TECHNOLOGIES AND TRAINING AIDS

The technology of remote teaching is a collection of methods, forms and means of interplay with the person during independent, but monitored development by him of a particular massif of knowledge. The teaching technology is created on the foundation of the particular contents and should conform the requirements by her of submission. The contents of knowledge, offered to development, is accumulated in special rates and modulus intended for RT and based on the educational standards, available in country, and also in databanks and knowledge, libraries of a video of plots etc.

The submission of the information for trained is realised by the way:

- Printed materials (methodical kits of the literature and tasks).
 - Electronic materials (computer educational environments, databases, banks of knowledge, electronic textbooks),
 - video of production,
 - Telecasts.
- Thus information carriers are:

- The books,
- Flexible magnetic, laser or hard disks,
- Videocassette.

As training aids in RT act, accordingly:

- Educational-methodical kits,
- Computers,
- TV sets,
- Telephones,
- Magnetic recorders,
- Videotape recorders,
- Special engineering of a multimedia.

4. BEARING ON MODERN MEANS OF TRANSFER OF THE EDUCATIONAL INFORMATION

Central link FRT is the means of telecommunication and them

Transport basis. They are used for maintenance educational

Processes:

- By indispensable educational and methodical materials.
- By feedback between the teacher and trained,
- By exchange of the administrative information inside the system RT,
- By output (exit) and international time-shadings, also for hooking up in FRT of the foreign users.

Remote formation, being by one of the forms of the system of continuous formation invoked to realise the human right on formation and receiving of the information. It will allow all to give equal possibilities at teaching the students, experts, for the account of more fissile usage of a scientific and educational potential of leading universities, academy, institutes, different branch training centres and retraining of the snapshots, and also centres for refresher training, other educational establishment. RT will allow receiving the basic or padding formation in bridge with the basic activity of the person.

The remote formation is invoked to realise following social - significant functions:

- Increase of a level Formations of company and quality of formation;

- Repletion of wants of the population in educational services;
- Repletion of wants of country in the qualitatively prepared experts;
- Increase of social and professional mobility of the population, his enterprise and social activity, outlook and level of a self-consciousness;
- Assistance in reduction and augmentation of knowledge, personnel and material potential accrued by a domestic higher school;
- Progressing of uniform educational room maintaining provision of receiving Equalings of formation in any point of educational room;
- Progressing FRT, operating methods of teachings based on.

Modern technological reaching with a high scale of scope is especially actual for Russia. The progressing FRT should promote reinforcing of international items of Russia, as under effect of technological advance the formation becomes the instrument of interpenetrating not only knowledge and technology, but also capital, instrument of strife for the market, solution of geopolitical problems.

The dignities of remote formation become apparent, and the progressing FRT acquires the special urgency for the educational system of Russia under effect of following processes:

- Prolongation of economic reforms which are putting forward new requests to formation;
- Forming new necessities of the population in the modern contents and technologies of formation;
- Political variations promoting growth of international relations, including in the field of formation;
- Appearance and fast progressing qualitatively of new means of information exchange between the participants of educational process;
- Growth of international federating in formation at beefing-up of a competitiveness in the world markets of educational services.

Now creation FRT becomes specially actual, as this system can be most adequate and is flexible react to necessity of company and supply realisation of the constitutional law on formation of each citizen. FRT corresponds the logician of progressing of the system of formation and company as a whole, where in the chapter of an angle the necessities of each separate person are put.

5. FEATURE UP TO.

The basic differences of the system UP TO from the existing system of correspondence formation.

In the system of maximum formation of Russian Federation on a stretch (extent) more than 70 years act the system of correspondence teaching.

In Russia there are more 35-state institutes specialising only on correspondence teaching, in each of which more than 15 thousand student's study. Many the maximum educational institutions offer to the listeners the correspondence form of teaching.

The system of correspondence teaching prolongs to act and now remains by the relevant source of receiving of maximum formation, despite of deep changes happening in Russia. However she step-by-step becomes outdated and is insufficiently good for modern conditions. Moreover, she any more does not answer necessities of tomorrow's day.

Apparently, that the formation requires more committed contents, method of application and educational materials.

The correspondence form of teaching in western countries pursues the following purposes:

- The contents of teaching should be appropriated to fast and flexible access;
- Most effective utilisation of technology;
- Efficiency and availability of formation in the agricultural and distant places;
- Priority by teaching but demand measured by matching of the costs and conclusions.

The traditional correspondence teaching in Russia permanently reputes directs contact of the students and teachers. The sessions are carried out, as a rule, in the educational institution. During sessions, the endurance constitutes which one 50-60 days in one year; the students realised contacts to the teachers. The smaller significance is played by correspondence, the role by which one now is even more reduced. In any case, the correspondence implies itself only poisoning of the written tasks and receiving of the answer on them. Therefore it is possible to consider this pedagogical instrument hardly effective.

The basic gains of correspondence institutes and faculties are directional on magnification of an amount of days, which one student should conduct immediately in an educational institution, and on perfecting of methods of teaching used on occupation.

The necessity of reorganisation of traditional correspondence teaching for Russia is defined as

well Economic by the factors. Hardly it is possible to expect, that the employer within 5-6 years will be easy to release the employee on session, which one, as it was already scored, constitute 50-60 days in one year.

Therefore, practically, activity of many correspondence institutes and faculties should undergo essential variations. Educational institutions,

Realising correspondence teaching, can not operate hereafter, if

They I shall administer in an old fashion, using former of the method of application.

One of main problems of correspondence teaching in Russia should be adequate, flexible and effective granting of teaching according to concrete necessities of different categories trained. The institutes of correspondence teaching oriented on concrete categories trained are absolutely not similar to traditional correspondence institutes and faculties. The programs of teaching are in this case defined in the basic demand. With variation of demand programs adequately vary also. The educational materials also should correspond (meet) to modern principles and inquiries of different audiences. The different inquiries of the students should be satisfied concerning time, place frequency of contacts with the teachers. The modern and effective technologies should be used most.

The last provision is represented especially relevant. The traditional practical occupations represent a solid enough financial burden for correspondence teaching. Usage about 60 days in one year on educational sessions is burdensome enough, both for trained, and for the employer, which one under the existing legislation is obliged to grant the student teaching in absentia, paid educational holiday. Hardly employers from new commercial patterns will suffer this situation. In this case, if the employers can not release the workers on session, an amount of the students teaching in absentia sharply will fall system of correspondence teaching and will be delivered under threat.

Variation of the forms of correspondence teaching, revision of old submissions that is why is required concerning the method of application of teaching, practice of realisation of educational sessions, introduction in practice of correspondence teaching of new means.

One of alternatives of variation of correspondence teaching in country also is the introduction of the system of remote formation (FRT).

FRT corresponds the logician of progressing of the system of formation and company as a whole, where in the chapter of an angle the necessity of each separate person is put. Thus FRT can act not only instrument of sufficing, on and instrument of forming of educational necessities of the person according to concerns of company.

From the point of view of organisation and support of educational process in frameworks RT it is possible to dedicate some groups of problems.

At first, it is problems of creation FRT of different levels:

- Global (international and federal) FRT and their maintenance,
- Regional FRT and their maintenance,
- Local FRT and their maintenance.

Secondly, it is problems of organisation RT as such:

- Conceptual patterns and aspects RT, - system of the teachers - advisers and their methods of interplay with trained.
- Testing in the system RT,
- Technology and information educational environments,
- Transmission modes of the educational information and communications,
- Typical equipment of centres of remote teaching.

Global systems RT are directional to supply a possibility to realise enlightenment and formation of the most broad bulks of the population of Russia at the expense of usage of such mass media, as a television and wireless. The translation of educational programs is widely used after all worlds for remote teaching. Thus are possible as exhibiting of the lecture, cognitive programs for a broad audience without consequent offsets. And transfer of the lecture, with consequent delivery of offsets. The broadcasting form of formation lost by our mass media per the last years can and should constitute a positive background for progressing SRT.

Such approach can be utilised for creation global educational not of the on-line system RT in scales of country for some orbs of knowledge. First of all, the contents such " of background formation " can be economic, legal, ecological, scientific, cultural and other fields of knowledge.

To number of global systems RT it is possible to refer already created in world community " a Global lecture hall ", " University of a world ". " International electronic university " etc. These electronic patterns ensure a possibility of dialogue, controversies, information exchange, solutions of problems in different orbs of human life between

the participants finding in different angles of the Earth. Russia already as soon as possible should be integrated in these systems.

The similar systems owe! To be developed - around of Russia, as technical and intellectual centre. In Russian Federation the project of a national data-transmission system and translations of programs on all territory with the help of the companions "Horizon" is realised. In an orbit of this system can and are ready already today enter such countries, as Australia, Greece, Egypt, Indium, Italy, Canada. China, Korea. Japan etc. they are interested in our scientific, educational and technical potential.

Regional systems UP TO are intended for a solution of educational problems within the framework of each separately of taken locale of Russia with allowance for of features of their territory. They should go into SRT of a federal level. Therefore at their creation the key significance acquires keeping requests of the state educational standard.

Local systems UP TO can act at a level of a separate professional field of knowledge, or within the framework of one city or of university. The Lyceums, grammar schools, technical schools and other educational institutions should be included not only higher educational establishments, but also school, in its orb. Such pattern will allow on the maiden ethane more full to use everything, available intellectual potential and fleet of computer equipment, and also to save the principles of continuity of formation in Russia.

In large cities of Russian Federation the major distribution has received a cable TV. The considerable proportion, population uses him. The studios of a cable TV in Russia could flights. By Centres providing exhibiting of those videos of rates, on which one there are rights of free unrestricted distribution.

For remote formation as new form of teaching the applicable patterns oriented on problems of company, his culture and necessities in formation should be developed. Now in a world the disciplinary pattern of teaching to dominates, on the basis of which one the modular approach to formation will if necessary be realised. As the organisational forms of teaching in such pattern the lectures are used. Seminar and practical occupations, imitative or business games. Laboratory occupations, independent operation, industrial practice, course and degree operations check of mastering of knowledge. They act as the organisational forms of teaching, as are methods of accomplishment of interplay of the students and

teachers, within the framework of which one will be realised the contents and methods of teaching. A saver of the information in such pattern is the book, and interpreter of knowledge - teacher.

During becoming UP TO can appear the new patterns, which one should be if necessary fast included in the system UP TO. By an example of such new patterns can be object-oriented or проектно-entity set models of teaching. Among the organisational forms of teaching in these patterns the teleconferences permitting to understand a problem and a problem of mastered field (area) of life will be used: the information sessions, during which one the students work with information zeroes from different banks knowledge and databases; design operations permitting, using the received information to create pieces of virtual worlds. Applicable of field of life to conduct analysis of a case, business and imitation games, training's, problem of the theories etc.; the controversies, " field occupations " (Sunday schools), which one will allow to realise of received knowledge. All transferred forms repute a high level of personalising of teaching not eliminating of business dialogue, both with the fellow students, and with the leading experts in the given field of knowledge

These forms act as the organisational forms of teaching. However in them the method of submission and mastering of knowledge is principally changed, and also form of interplay between the student and teacher, within the framework of which one will be realised the contents and methods of teaching. Istochnik of the information in such pattern are the databases, databanks and books; by the co-ordinator of educational process - teacher, and interpreter of knowledge - student.

The solution of a problem of quality control RT, his correspondence to the educational standards has key significance for success by all SRT. From Success of its solution the academic confession of rates RT. A possibility of offset of their passing by traditional educational institutions depends.

For a verification of compliance in the system RT should is created the uniform system of state testing. As the forms of check the remotely organised examinations, interviews, practical, course and design operations can be utilised.

For, check in local systems the intellectual testing systems can be utilised. The testing systems should simply not control process of mastering of knowledge. Accruing the information about trained (speed of mastering, depth of development etc.).

They should suggest it (him) most rational for him a path of knowledge.

Central link SRT is the means of telecommunication and their transport ground. They are used for maintenance of educational processes:

- Indispensable educational and methodical materials,
- Feedback between the teacher and schoolboy,
- Exchange of the administrative information inside system UP TO.
- Output in international time-shadings, and also for hooking up in SRT of the foreign users.

For creation domestic SRT it is necessary to execute following in the field of progressing a telecommunication and information infrastructure:

- To create the all-Russian web on-line of a television. Composed from central and regional educational telestudios, joint satellite channels of communication (connection);
- To realise federating and is advanced, first of all, in locales of systems of computer telecommunication of a higher school RUNNET. UNICOR. RELARN To supply (ensure) interplay of branch and other webs, existing in Russia, with SRT;
- To create the distributed system of information resources of educational purpose, accessible with computer telecommunications:

- To realise progressing the system of electronic libraries.

The remote teaching has built up a reputation for itself as most effective when it is required to cover a maximum audience at restricted resources. The remote teaching can be described as the modern form of correspondence teaching on the basis of new information technologies and systems multimedia. The modern means of telecommunication and means multimedia, methodology of remote teaching allow to overcome defects of the traditional correspondence form of teaching, saving thus all of its dignity: mass scope of an audience, absence of housing problems and ... Ensuring thus padding economies on travelling and living expenses teaching, that results in considerable decrease of cost of teaching.

It is important to point out, that SRT is not other in the attitude to existing promotes and correspondence systems of teaching. She by a natural image is integrated in these systems, supplementing and developing them, and promotes creation of mobile educational environment. RT be by the most perspective form of formation in Russia, promotes beefing-up of federating of educational patterns and progressing of continuous formation of the citizens.

МНОГОКРИТЕРИАЛЬНАЯ МЕТОДИКА ОЦЕНКИ ДИНАМИКИ ЭКОНОМИЧЕСКОГО ЯВЛЕНИЯ

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Для принятия объективных экономических решений немаловажно изучение объекта во времени, которое предполагает решение следующих проблем: выбор исходной информации и построение временного ряда; формирование системы показателей; выбор итогового показателя и обобщение информации.

В практике экономического анализа традиционно используются следующие показатели динамики: базисный и цепной абсолютные приросты показателя, базисный и цепной темпы роста и прироста, коэффициенты роста и прироста. Для обобщенной характеристики явления используют средние величины перечисленных показателей, их среднее квадратичное отклонение и коэффициент вариации. Такая методика изучения динамики чревата существенными недостатками: она не дает объектив-

ного представления об устойчивости изучаемого явления. Например, для временных рядов 2: 7; 8; 9; 16 и 7; 8; 16; 9; 2 коэффициент вариации один и тот же. Однако, в первом случае можно говорить о стабильном повышении, а во втором – неустойчивости процесса. Кроме того, на значение коэффициента вариации влияют даже единичные значительные отклонения от среднего.

Предлагаемая методика экспертной оценки динамики и выявления тенденций развития экономического явления, основана на получении диагностических (качественных) показателей динамики.

Изучение экономического объекта осуществляется на основе матрицы исходных данных $|x_{it}|_{N \times T}$, матрицы первичных показателей