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SHARING PRACTICES –
THIS IS MY STORY, WHAT IS YOURS
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FOREWORD

The old and well-known saying teaches us not to invent the wheel twice. Even though cooperation and knowledge sharing has always been a part of higher education activities, the topic gets never outdated. We tend to think that in order to have fruitful cooperation, it has to be planned and organized well. This often leads to structured and tightly scoped projects and collaboration activities which bring results and answers to pre-defined questions and targets.

Open and cross-disciplinary sharing of practices provides another, more experimental-driven approach to cooperation. It offers the sharers the opportunity to describe their experiences and learnings from their own point of view, without the limitation of considering the different interpretations from readers and listeners. It also enables the sharer to use familiar terminologies and expressions and focus on the content.

Storytelling has been introduced to the academic field as a valid format of sharing practices, experiences and learnings. Stories appear in multiple formats, and it has to be noted that as storytelling is sharer-driven, the choice of format is also in the hands of the sharer. Stories can be personal or organizational, even multi-organizational. They can be formal or free-form, fact-driven or based on opinions, and the heterogeneity of stories offers the reader and listener a wide choice of interpretations.

Learning from stories requires an open mind and the ability to transfer the message from the story to the reader's own context. While this can be demanding, it is also rewarding, as it does not limit the message transfer in any way. There are no pre-defined targets or expectations for the utilization of the learnings, and each reader can interpret the message of the story according to their own contexts and needs. The demanding side comes with a fact that stories rarely give readymade answers or solutions to the reader's needs, but require effort in interpretation.

While the world around us becomes more and more complex, the solutions and answers to rising challenges and needs also need to be discovered from different sources than before. The best solutions may be found in the most unexpected places and stories. With open eyes, ears and minds.

Kirsi Viskari

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CONTENTS

Modern aspects of the international activity at faculty of Russian university

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Abstract

In the conditions of internationalization of the higher school increase of competitiveness of higher education institution is impossible without creation of a strong brand. One of the factors influencing this process is the inclusiveness of university in the international activity. Traditionally international activity of higher education institution is carried out in the directions: the organization of educational process with involvement of teachers from abroad; organization of the international conferences, symposiums, seminars, forums; participation in grant programs. In recent years actively the academic mobility, export of educational services, and also programs of double certification develop. In article it is said about how these directions are realized in one of structural divisions of the Saint-Petersburg state Electrotechnical University ("LETI") at faculty of management and economics. Ways of further improvement of the international activity of higher education institution are offered.

Keywords: competitiveness of higher education institution, international activity, interaction of Russian HIGHER EDUCATION INSTITUTION and Global education process.

1   Introduction

Powerful integration processes the spheres of public life which are more and more taking everything, demand adequate answers from the higher education, strengthening of the international component in the organization of training of the modern expert, assume internationalization not only producers and products, but also the higher education and science. In documents of the first world conference on the higher education it is emphasized that "the higher education should be considered as the general property and that the international cooperation and exchanges are the main ways of development of the higher education around the world" [3].

Calls of time, feature of the international life generate new tendencies in the higher education. One of the major tendencies - the increase in scales of the higher education caused by increase of a role of science in production and society. The higher education more and more to become mass, there is a prompt proliferation of students of higher education institutions. If in 1960 the number of students in the world according to UNESCO made 13 million, then in the present it has increased almost up to 100 million [4] B arrival of graduates of high schools developed the countries level in higher educational institutions has made nearly 60%, and in the USA and Canada more than 80%. Now in the world more than 14 thousand higher educational institutions [5].

Other important tendency developing especially dynamically from the second half of the 20th century is diversification of the higher education in institutional forms, levels and contents. The third, the tendency which is promptly gaining strength is the internationalization of the higher education gaining recently more and more real character. In the sphere of the higher education "the closest rapprochement if not a community, problems, tendencies, tasks and the purposes, forcing to forget about national and regional distinctions and specifics" [6] is observed.

Requirements to experts, first of all to mobility of graduates, quality of their professional knowledge, foreign language skills, new information technologies increase. On statistical data, the number of the students who are getting higher education outside the country from 920 thousand people in 1980 has grown to 1 million 550 thousand people in 1996 and now makes according to some information about 2 million. In prepared by the International Association of rectors of universities (IAUP) the report on strategy of internationalization it is noted by International Association of University President: "We resolutely insist on that all institutions of system of the higher education actively promoted process of internationalization of the educational institutions".

Various reasons of internationalization of the higher education [3] are specified, as the most essential it is possible to allocate the following:

Political – democratization of the world community, development of integration processes in political and social spheres;

Economic – globalization of economy and technologies, requirements world and regional labor markets;

Cultural and ideological – growth of the international openness and the developing dialogue of national cultures;

Academic – international nature of scientific knowledge, a universal basis of education and research activity, formation of the international quality standards;

Information - new information technologies, global networks.

However at realization of the main directions of development of the international activity of Saint-Petersburg State Electrotechnical University (further – LETI), as well as many other Russian universities, faces a number of vital issues. The main problems constraining development of the international activity of university.

1. Personnel. The most part of teachers and staff of university have no sufficient language training; we aren't familiar with legal Regulations of Admission of official delegations; we are insufficiently familiar with normative documents of the Russian Federation and the Ministry of Economics of the Russian Federation (foreign sending financing; reception of official delegations).

2. Weak strategic planning of the international activity at the level of faculty, department.

3. The problems connected with a set of foreign citizens for study (there are no regional models of export of educational services; there is no close cooperation between higher education institutions of the region concerning export of educational services; potential education markets are poorly studied).

4. Low level of social conditions of accommodation of foreign citizens.

5. Insufficient level of development of the academic and student's mobility (weak language training of professorial and student's structure; lack of financing; weak ability of preparation of application materials on a grant).

6. Low popularity of scientific works of staff of university abroad (a lack of financing on foreign patenting and publications in the known foreign publishing houses) that prevents entry into world scientific and educational space.

7. Lack of experience of commercialization of science projects (inability of research associates to create the final product of science projects, best-selling in the internal and vernal markets).

8. Absence at university of well-prepared project-managers, i.e. specialists in preparation of application materials for participation in joint international projects, for example, TACIS/TEMPUS, INTAS etc.

For the solution of these and many other problems interfering successful development of the international cooperation of university the International service LETI which is a factor of strengthening of scientific and educational capacity of university just is also created.

2 Research basis

a. Selecting a concept

In February, 2002 at university the decision on creation within the International service LETI of the Center of the International Education (CIE) has been made. Were his part preparatory office (foreign part); department of work with foreign pupils and regional center of testing of citizens of foreign countries for Russian. At the same time the uniform control system (the vice rector for international relations) and through control of all process of a set, training, social and cultural and educational work with foreign pupils has been created.

The main areas of work of the Center of the international education are the following:

Promotional and informational - the activity connected with involvement of foreign citizens for training at our university (development and release of brochures and booklets in foreign languages, including Mongolian, Chinese, Turkish etc.; participation in the international exhibitions and fairs; work with foreign agencies

on recruiting of students for training abroad; information support of the specialized Websites, etc.).

Educational and methodical - the organization of educational process for programs of prehigh school preparation before revenues to a basis cycle of training (a bachelor degree, engineering training, a magistracy); the organization of training in Russian for various forms and terms of preparation (from 1 month to 3 years), including the included training and training in Russian at the main faculties of university; language training; summer language schools; interaction with the general education and special departments training foreign students and also with the regional center of testing.

Cultural and educational - the organization of cultural and mass and educational work: cooperation with associations of foreign pupils; help in welfare adaptation; organization of Days of first-year students; traditional spring Festivals of friendship; celebration of national public holidays; organization of excursions, visits of theaters, museums, etc.

Organizational - order taking for training; correspondence with candidates and their selection; registration of necessary documents for entry into the Russian Federation; organization of meetings of foreigners; moving of pupils in hostels; control of their accommodation and timeliness of payment for training; registration of newcomers of pupils; registration of vacation and exit visas; registration of diplomas; development of material and technical resources (including equipment of hostels) etc.

b. Research

The international service closely coordinates the work with the offices of the international educational organizations and the centers existing at university: Information center of the British Council; DAAD Information center; regional representative office of Institute of Goethe; the regional center of fund Niksdorf - the Industry; North-West center of the international cooperation in automation. At close cooperation and interest of foreign partners of university opening at university of the new centers is planned soon: American Studies, Korean Studies, China Studies, European Studies. The last center will be open within the

TEMPUS "Development of the Siberian Network of the European Studies Centers" project which the university among other partner participants has won in 2003 (fig. 1).
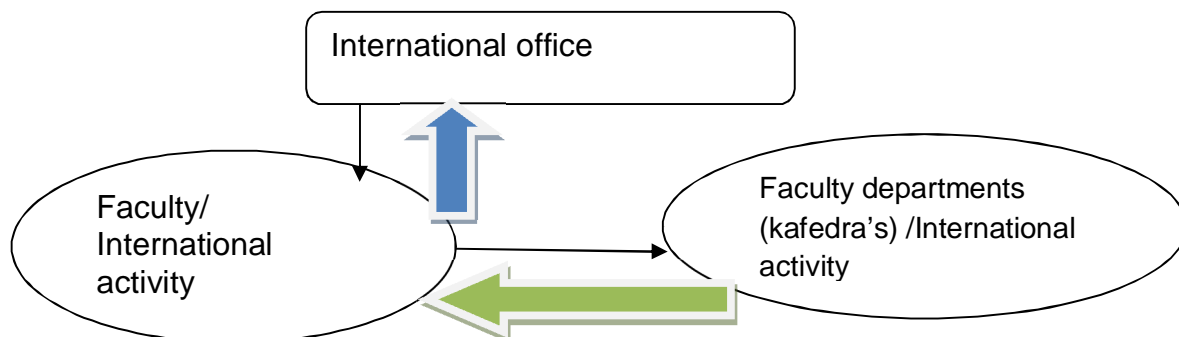
Figure 1. Structure of communication (international activity) at the Russian Universities

Regulatory base of the International service are the Charter, orders of the Ministry of Education of the Russian Federation and orders on higher education institution; the approved Provision on activity of division and the Provision on distribution of the means arriving for training and accommodation of foreign citizens.

The provision on activity of division contains the main activities, functions of employees, an order of financing, education and distribution of the income. The provision on distribution of the means arriving for training and accommodation of foreign citizens contains structure of distribution of the means which have arrived for:

training of foreigners at a stage of pre-university preparation, at faculties, in postgraduate study and doctoral studies;

for training in Russian in programs of various duration;

for passing of training at departments of university;

for services in paperwork to foreigners (registration of entrance documents in the Russian Federation; registration of diplomas of bachelors, masters and experts);

for accommodation in the hostel of the Center of the international education.

In structure of distributions the main articles are selected: fund of development of university; fund of payment of the faculty; fund of development of material and technical resources of faculties; fund of development of department of Russian; fund of development of the International service (including the off-budget salary fund of employees).

In the International service also the package of the normative documents for internal use regulating processes is developed:

foreign sending of teachers, employees and students;

reception of foreign delegations;

Organizations and carrying out the international symposiums, conferences, seminars.

Personnel structure of the International service:

the number of employees - 14;

middle age - 38 years;

the higher education - 100%;

computer skills - 100%;

foreign language skills (English, German, French, Italian, Korean, Chinese, Japanese) - 95%.

Each employee of the International service fulfills functional duties according to the approved Provision on activity and supervises the separate direction (for example, France, Germany, Korea, China etc.) and also he personally is responsible for execution of the separate project according to the approved annual Plan of the international actions. At the same time at execution of projects direct link is carried out: the employee of the International service - the responsible representative of department/faculty.

The general coordination and responsibility for execution of the projects and actions approved by the Academic council of university and administration is assigned to the vice rector for international relations. Annually the report on the work done by the International service is heard at a meeting of the Academic council of LETI. Through meetings, meetings and publications in university editions (newspaper "ELECTRIC") the straight line and feedback of the

International service with teachers, employees and students of university is carried out. Also International service has close connection with mass media of the city and the region and will regularly organize the press conferences accompanying each international action that also promotes formation of positive image of our university.

The international service LETI is open for active partner cooperation with the international services of all higher education institutions of the region both on exchange of experience and professional development, and on joint implementation of the international projects. Elaboration of regional strategy and association of efforts are necessary for us for successful activity in the world market of educational services.
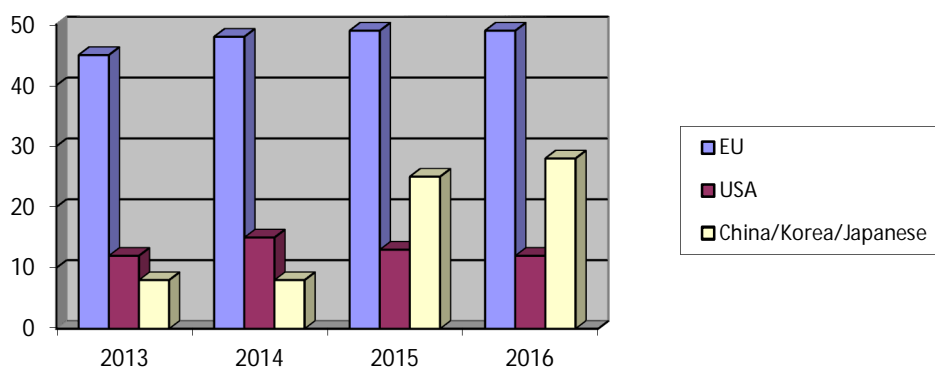
number of agreements between LETI and foreign University

	2013	2014	2015	2016
EU	45	48	49	49
USA	12	15	13	12
China/Korea/Japanese	8	8	25	28

Figure 2. Dynamics of cooperation agreements between LETI and foreign Universities (partners)

c. Research conclusion

So, for example, one of the important and perspective tasks on the near future demanding association of efforts of regional higher education institutions is opening of Representative Offices of higher education institutions abroad, in the countries, perspective in respect of a set of students.

3 Acknowledgment

The international service LETI solves the following priorities constraining development of the international cooperation:

1. Insufficient language training of the most part of research associates, teachers and students of university. This problem is solved due to expansion of a network of offices of the foreign educational organizations and centers located in the territory of university and creation of the language centers organized by various legal entities on a competitive basis.

2. Insufficient knowledge of legal aspects of reception of foreign guests of university and the normative documents concerning financial side of reception of foreign delegations and foreign sending of employees and students of LETI.

3. Increase of level of strategic planning of the international activity at faculties and departments.

4. Decrease in level of a set of foreign students.

5. Insufficient level of the social sphere of accommodation of foreign students, trainees, the invited teachers etc. Decides due to development and improvement of living conditions of accommodation in the hostel of hotel type for foreign pupils.

6. Insufficient financing of the academic and student's mobility. The practician with foreign partners of LETI decides due to purposeful search and selection of various foreign programs, grants and grants financing mobility development and also due to development of exchange student's programs also.

7. Low popularity of results of scientific researches of employees of LETI abroad.

8. Low level of commercialization of science projects. Decides due to creation joint with Korea and China of the Centers of high technologies, creations in LETI of the distributed Science and technology park and department of commercialization of science projects.

9. Certainly what development of the international activity of higher education institution demands not only new thinking, new approaches, new skills, but also considerable financing? University, understanding importance of development of the international cooperation for strengthening of the scientific

and educational potential, consistently solves these problems constraining his international activity.

4 Conclusion

Certainly that one higher education institution, even the most powerful, won't be able to solve this problem. Only initial investments make about 300 000 US dollars. And will be much more perspective if such Representation renders abroad a wide range of educational services in various disciplines.

Saint-Petersburg state Electrotechnical University ("LETI") carries already out a preparatory work on opening united Representative offices of higher education institutions abroad. It is important that in this preparatory work to our university there is an opportunity to rely on partners.

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Collaboration between Saimaa University of Applied Sciences and Saint Petersburg State Technological University of Plant Polymers: the Past, the Present and Expectations

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Abstract

The article summarizes different stages in developing cooperation between Saimaa University of Applied Sciences (the former South Karelia Polytechnic) and Saint Petersburg State Technological University of Plant Polymers (at present Higher School of Technology and Energy of Saint Petersburg State University of Industrial Technologies and Design) and considers possible vectors for interuniversity interaction under current conditions.

Keywords: cooperation stages, students' and teachers' mobility, short-term training, advanced training, acquired skills.

Cooperation between the Saint Petersburg State Technological University of Plant Polymers (at present Higher School of Technology and Energy of the Saint Petersburg State University of Industrial Technologies and Design) and the Saimaa University of Applied Sciences (SUAS) has being developed during more than fifteen years. There were different stages of its evolution in that period of time.

Our collaboration covered initially such fields as a short-term training of STUPP students in SUAS and teachers' mobility for reading lectures in a number of branches of pulp and paper science and technology. The short-term education was realized under the Paper Technology programme and consisted in training of students of the STUPP Institute of Technology during a semester (autumn one as a rule) with listening to lectures, carrying out laboratory works and taking

exams and tests. In so doing, the students met also the requirements provided in the STUPP programmes of the same semester.

While participating in that training, students acquired new skills such as:
- studying in the English language;
- training in the frames of teaching approach practiced in many European universities;
- communication in the international environment;
- experience in using modern laboratory devices and analytical instruments.

The certificates awarded to the students upon completing the semester's course were among the factors contributing subsequently to their competitiveness in the labor market. The training in SUAS was the first stage motivating students to get further education in European (mainly Finnish) universities at Master's and PhD levels.

The next stage in developing collaboration between two universities was carrying out of experimental parts of students' diploma projects in the SUAS laboratories. Every year several STUPP students performed experiments under supervision of SUAS teachers who were co-supervisors of their diploma projects together with STUPP professors. The SUAS laboratory building was equipped with modern devices and instruments allowing simulating the whole pulp and paper manufacturing cycle starting with wood yard and pulping section and finishing with papermaking as well as analysis and testing of end products (pulp and paper students produced).

This successful practice was going on till 2013 when the Chemical Engineering programme intake was terminated in SUAS. During that period of time the most motivated students of the Institute of Technology (the Faculties of Chemical Engineering and Environmental Engineering) expressed their wishes for taking part in the exchange programme and every year five – six students passed selection tests and studied in SUAS. That training was very fruitful as students had the opportunity of learning to use the modern equipment and instruments both in their laboratory practice and in carrying out further research projects related to their diploma theses.

In the frames of the FIRST programme large groups of SUAS students (about 15 people) dealing with paper technology visited also SPb STUPP for a short period of time (about a week) for listening to lectures, making an excursion to a paper mill and participating in some cultural events together with STUPP students.

In the same time, professors and lecturers of SPb STUPP delivered lectures on some special sections of physical and chemical disciplines in Finland and SUAS lecturers were also being invited for reading lectures for STUPP students as well as for representatives of pulp and paper enterprises. That was a period of active mutually beneficial cooperation of two universities.

Upon closing the Paper Technology (or Chemical Engineering) programme in SUAS the STUPP Faculty of Automated Process Control Systems (at present the Institute of Energy and Automation) made attempts to develop and extend cooperation with the SUAS Technology Division. Comparison of the Bachelor's Degree programmes of the two universities in Mechanical Engineering and in Process Automation showed that STUPP students specializing in these fields could study at the Saimaa University of Applied Science at least during a semester choosing several subjects for training. The examples of such studies of students of the Institute of Energy and Automation are still available. Unfortunately, because of the changed financial situation that kind of mobility doesn't develop as intensively as desired.

What could be possible to do further for developing our collaboration in the educational field:

- It makes sense to continue development of the programme of short-term education of STUPP students in the Mechanical Engineering and Automation fields during a semester in the frames of FIRST programme;

- SUAS students could have short-term visits to STUPP (10-12 students for 7-10 days in the frame of FIRST programme) to be equivalent to studies of STUPP students in SUAS. During this period of time they could:

- listen to lectures in the English language;

- perform laboratory works using different test benches available at the university Departments;

- work at training devices available at different Departments of the Institute of Energy and automation such as test benches of METSO, SMC, FESTO companies;

- have guided tours over the city;

- participate in common events and competitions with STUPP students;

- STUPP students could have short-term visits to SUAS for carrying out laboratory works at the test benches available there (FESTO test benches).

- It would be also interesting to develop such subject-matter as "Robotics" creating different robots (programmable with phone, for example, etc.).

It is possible to organize and hold Students' Conferences with presentations of research projects students of both universities have carried out. Similar Conferences on Automated Process Control Systems are annually organized by the STUPP Department of Information-Measuring Technologies and Control Systems.

And finally, it is possible to extend collaboration in the field of advanced training of specialists in Mechanics and/or Automation from industrial enterprises. STUPP Institute of Integrated Development and Training participates actively in the President's Programme of developing advanced training which includes some kinds of study visits abroad. SUAS could assist in organization of such visits for a group of Russian specialists with reading several lectures and arranging brief industrial practice. Such kind of cooperation was successfully implemented in 2014.

The experience in cooperation of two universities is a reliable platform for their further interaction as well as for searching for new cooperation forms reasonable under current conditions.

The project "Our Universities" in the framework of strategic partnership between Peter the Great St. Petersburg Polytechnic University (Russia) and Leibniz Universität Hannover (Germany)

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Abstract

The article deals with the internationalization as a natural process of sharing knowledge, experience and social benefits of civilization. The internationalization of education is one of the trends of the overall process of internationalization. International student extra-curricular projects are the part of the internationalization of the university. Realization of international projects in the programs of strategic partnership has specific features. International project activities contribute to the formation of intercultural and professional competencies of students. Implementation of the international student project shows an example of students' participation in the international project "Our universities", implemented by Peter the Great St. Petersburg Polytechnic University and Leibniz Universität Hannover.

Keywords: internationalization of HE, strategic partnership, extra-curricular student project

In the history of Peter the Great St. Petersburg Polytechnic University (SPbPU) the cooperation with Leibniz Universität Hannover is a good example of fruitful cooperation in the area of scientific and educational activities started more than 30 years ago. Scientific cooperation has been conducted and continues its development over the whole numbers of different directions. Nowadays they include not only research activities, which results were reported at international conferences and were published, academic staff exchange and student mobility, but also a broad spectrum of extra-curricular activities and initiatives.

The successful result of strategic partnership in the sphere of extra-curricular student's activities has become the video blog named "Russia Today/Germany Today". The leaders of the project I. Baranova, V. Krasnoshchekov (SPbPU) and K. Schwienhorst (LUH) wrote that this project has two goals: "Firstly, it aims to familiarize German students with the culture of Russia and Saint-Petersburg, Russian customs and traditions, various aspects of Russian student's academic

and everyday life. Secondly, the Russian students of SPbSTU are able to add to their knowledge of Germany, learn more about how German students live and learn." (Baranova et al. 2014, p.48)

In my case, as a Director of Educational Centre of the Norse-West Association of Banks I was invited by the Institute of International Educational Programs (IIEP) of Peter the Great Polytechnic University to teach students intercultural and business communication in 2014. I cooperated with this University before, but I knew nothing about the strategic partnership. Short time later I heard about Leibniz Universität Hannover and the fruitful and very active university cooperation. Due to the Dean of IIEP A. Alexankov, who sent me to participate in the workshop "Management of internationalization" in Hannover, I had very useful direct contact with the International Office of Leibniz Universität. At that time we decided to intensify the project "Russia Today/Germany Today" and, using student's creative activities, to promote international high education and educational exchange programs at the universities. At first it was the part of the video-blog-project "Russia Today/Germany Today" but it was extended later, so now we have an independent, extra-curriculum project at Peter the Great Polytechnic University named "Our Universities." The goals of this project are:

- Development of professional and intercultural communicative skills of students.
- Preparation of promotional materials which inform students about study opportunities, exchange, educational programs and possibilities of strategic partnership with Leibniz Universität.

The management technology and the implementation of the project included following stages:

1. **Subjects of the project.** From the Russian side participants of the project were the students of the 1st course studying at the Institute of Humanities (Advertising & PR). From the German side the participants were students studying Russian language and culture of the Language center at the Center for Applied Linguistics and Special Languages.
2. **Objects of the project** were promotional materials (POS) such as flyers, posters or any other printed products and videos or animations. All the materials should be prepared in German, Russian and English languages.

3. **Stages and terms of the project**. The project was divided into two parts. The 1st one was held at Polytechnic University from 10. September until 8. November 2014. The 2nd one was held from 30. November until 7. December 2014 in Hannover.
4. **Financing of the project**. The funding was sponsored by Polytechnic University (the project "5-100-2020") and Leibniz Universität (DAAD "Strategic Partnership").
5. **Process of the project**. A competition was announced to prepare the promotional materials on the given topics like
   - Studying in the partner university
   - Strategic Partnership of SPbPU and LUH
   - International summer school
   - Student mobility
   - Combining research projects and industrial expertise
   - Analyzing of universities 'web-sites.

Over 100 students participated in the competition. A committee of the Institute of International Educational Programs selected the best 10 project. During the work of students they had the possibility to get in touch with specialists in marketing, PR and international services. The winners of the selected 10 projects were invited to Leibniz Universität.

The International Office of Leibniz Universität offered the special workshop for the Russian students. Within the practice program were: intercultural training and presentation of Leibniz Universität Hannover and the program "Strategic Partnership"; presentation of the Department of Communication and Marketing of Leibniz Universität Hannover and short campus tour; work on the individual projects, taking pictures and videos and presentation of the student projects, proofreading and exchange of ideas on videos for the Video blog "Russia Today/ Germany Today"; meeting with the students of the Russian language course and discussing the ideas with German students, etc.

6. **Results of the project**. The results of the student individual work was presented at Leibniz Universität Hannover and also at Peter the Great Polytechnic University and had a very positive feedback from the participants, organizers and also visitors that is other students and lecturers. It motivated the students to continue to learn and also showed a number of strengths and weaknesses they have to work on.

Main weaknesses were:

- Low level of foreign language knowledge, organizational and communicative skills
- Lack of analytical skills, difficulties to work with great amount of information, analyze information quickly and think critically
- Absence of practice and skills of self- and public presentation

The strong points were:

- Participation in the project had great impact on adaptation and involving in educational process for students
- This project inspired these students on learning foreign languages more effectively
- Participation of the project improved students' professional knowledge and skills
- Most of the students got comprehension of their future profession
- This project made these students believe in their abilities and talents
- Final individual project results/completed materials were given for further usage to Advertising &PR and Marketing Departments of both Universities.

In conclusion, it is worth saying that this project has been a success. Further trips and exchange followed, the video-blog has been extended and the student results were presented during the international week 2016 within a photo exhibition. Besides, a number of articles were published in the university magazines and newsletters. It is planned to continue this project in the next two years and include the scientific research that will give new opportunities for students, lecturers and further implementation of the internationalization and international university cooperation.

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International Partners Database in Saimaa University of Applied Sciences

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Abstract

In this article it will be described how the international services team in Saimaa University of Applied Sciences uses the web based program International Partners Database. The database has been used as a tool for compiling the statistics concerning student and staff mobilites. The International Partners Database will be described in detail. The reader will get an insight how the program has been developed during 2015 - 2016. The outcomes of the development process will be introduced to the reader.

Keywords: student mobility, staff mobility, international services, statistics

1 International Partners Database

Everyone who has been working among international affairs in a higher education institution knows that also this field requires a lot of planning, organizing and administration – sometimes it might feel like the papers are just moving from one pile to another. Amongst other things, getting your student for exchange studies requires many documents to be filled and filed. And hey, do not forget to make sure your mutual agreement with the partner is still up-to-date!

To help this paper war, Saimaa University of Applied Sciences has developed its own administrative system, so called International Partners Database. The web-based database has been used in Saimaa UAS for several years already. It is the place where all the statistics concerning international mobilities, both staff and student, are compiled.

However during 2015 and 2016, the database has been under development and there has been done some major development steps. Saimaa University of Applied Sciences has been working together with the international services from Karelia University of Applied Sciences to develop the database.

2 Situation before

So the program has already been used for several years in Saimaa University of Applied Sciences. It has been designed from a scratch in Saimaa UAS and the principal designer of the program has been Mr. Iiro Kaski, ADP Designer in Saimaa UAS. The kick off for the program has been making the compiling of the statistics concerning international incoming and outgoing mobilities easier. This includes both student and staff mobilities.

The international services team of Saimaa UAS has been the administrator of the data input. The statistics compiled in the database have been used annually when all the universities in Finland have to report their statistics on a national level. So it can be said that even before the development steps done this year, the International Partners Database has been a significant help in our institution.

In the database we also collect all the agreements we have done with our partners around the world. One can find the contact information for a certain partner university and the information about which faculties have co-operation with the particular institution. All the staff of Saimaa UAS has also access rights for the program, however there are some limitations what information they can see with their user ID's compared with the ID's of international services team. Students, both incoming and outgoing, have applied for exchange through the online application system built in the program. But the next steps concerning their exchanges were not handled anymore in the program but with emails flowing between the students and the staff from the international services. However even before the improvements there was already a built-in feedback system for the students who have been in exchange or who come to exchange to Saimaa.
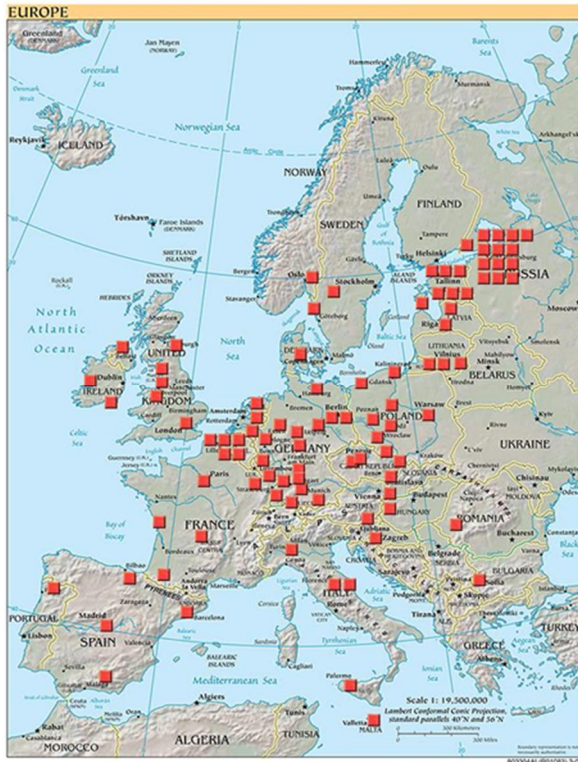
Picture 1. Partner institutions in Europe.

The program has had some nice little features too like the map feature where we have been able to dot on different maps our partners abroad (Picture 1). This feature has been a great help when we have put up marketing materials for our students.

3   Development process and outcomes

Together with Karelia University of Applied Sciences we started to think of how the existing program could be improved. Karelia is a university of applied sciences located in Eastern Finland and is one of the strategic partners of Saimaa UAS.

The first meeting regarding the issue was held already in June 2015 with the staff of international services from Karelia UAS. In the meeting both parties brought up the features they would like to have in the program. Both of the parties felt that it is essential that the most important thing to develop is the student exchange application process, for both incoming and outgoing students.

It is obvious that there would have been many programs already available in the market for this purpose. We felt that as relatively small higher education institutions, the number of mobilities will not be that high that it would be costwise to purchase one of these programs. The cost per one mobility would be too high.

The cooperation with Karelia UAS was fruitful. As a result, Karelia started to use the same program starting from the spring 2016. Both universities of applied sciences have of course some differences in their procedures so therefore the program we use is not 100 % identical compared to the one that Karelia UAS uses.

There are now many new features in the program. For example, the international coordinators will accept (or reject) the students' applications for exchange in the program and they can give comments online for the application too. Students can upload the documents concerning their exchange for their personal accounts, such as acceptance letters, learning agreements and confirmation letters.

A little simple things have saved a lot of my time like getting the mass email system for the program. Also another great example is that before I was writing individually for all the students which university they will be nominated to. Now after clicking just one button in the program, it automatically sends an e-mail for the student with this information. As for the incoming students we are now able to make acceptance letters through the program while before we had to write the letters individually for all of them.

The key person behind the program has been Mr. Kaski, the designer of the International Partners Database. He has been doing a great work and making all the wishes come true, requested from the personnel of international services from both Saimaa and Karelia UAS.

4 Conclusion

The implementation of the new system is ongoing currently. And as always, only on the paper one cannot plan everything to its perfection. Only the practice

will show the flaws there still are and the things we could not think of while planning the improvements.

During the first few months after the implementation I sent several requests to Mr. Kaski to modify the program. I am quite sure that there will be many requests still ahead as we go through the ongoing academic year. When we started to use the updated program, the application process for our outgoing exchange students was ongoing. For the incoming exchange students we will be able to get the program for its real test during this autumn when we call out for the applications for the spring semester 2017.

However I must say that it has been my great pleasure to see what a privilege it is to have the person who is designing the program working under the same roof. After sending some development requests concerning the program, sometimes it has been only a matter of an hour or two and the requested feature has been already in use in the program!

In my opinion, our International Partners Database is an excellent example of needs orientated problem solving. I strongly encourage everyone in their organizations to co-operate with staff from department to another in order to get results like we have managed to get in Saimaa University of Applied Sciences.

List of references

Picture 1. Partner Institutions in Europe. International Partners Database Saimaa University of Applied Sciences. https://raita.saimia.fi/kv-kumppanit/Muokkaus/EuroopanKartta.aspx. Accessed on 7 September 2016.

Internationalization of Education
at Omsk State Transport University

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Abstract

Student mobility is an essential part of training competitive specialists at Omsk State Transport University (OSTU) and there exist several ways of its implementation. Among them is professional and study internship that includes acquaintance with the host University, its laboratories and neighbouring railway enterprises. Seminars and workshops for the undergraduates and PhD students of transport universities are held at OSTU in the framework of receiving delegations from the partner universities. OSTU hold conferences for the students of transport faculties of European technical universities. Study abroad during one term or study year (and more) on undergraduate, master and PhD levels at the Universities of Europe (Austria, Germany, Italy, Poland, Portugal, Czech Republic, Sweden) and USA. OSTU holds annual summer school of Russian language in July-August. Its participants are the students and young people from Vietnam, Italy, China, Mongolia, and Sweden willing to study Russian language at the basic level. OSTU students are also participating in Work and Travel programme.

Keywords: scientific internships, semester study in foreign universities, practical training

1   Student mobility

Professional and study internship that includes acquaintance with the host University, its laboratories and neighbouring railway enterprises. The period of internship is 7 – 10 days. It has been held since 2000 in Austria and Germany for OSTU students involving teaching staff and the students of the transport faculties of the Technical Universities in Vienna, Dresden and Erfurt. OSTU has also held the same study internships for the students of the transport faculties from Austria and Germany since 2001, and for the students from the Korean National University of Transportation since 2013.

Seminars and workshops for the undergraduates and PhD students of transport universities are held at OSTU in the framework of receiving delegations from the partner universities:

– 2002 – Problems of Transport (undergraduates and PhD students from Austria, North Korea, Russia);

– 2004 – Problems of Transport Ecology (undergraduates and PhD students from Germany and Russia);

– 2006 – Russia as a Link in Euro-Asian Transportation (undergraduates and PhD students from Germany, Czech Republic and Russia);

– 2008 – Problems of Railway Transport in Russia and Germany (undergraduates and PhD students from Germany and Russia);

– 2011, 2013 – Topical Problems of Transport (undergraduates and PhD students from Germany and Russia).

Conferences for the students of transport faculties of European technical universities. Starting from 2003 OSTU students take an active part in these conferences that took place in Dresden (Germany), Zagreb (Croatia), Budapest (Hungary), Prague and Pardubice (Czech Republic), Yekaterinburg (Russia).

Study abroad during one term or study year (and more) on undergraduate, master and PhD levels at the Universities of Europe (Austria, Germany, Italy, Poland, Portugal, Czech Republic, Sweden) and USA.

Writing part of the diploma thesis and pre-graduation internship for OSTU students abroad (Germany – technical universities of Dresden and Erfurt, "Siemens" company).

All-Russia festival of scientific and creative works of the international students studying at the universities of Russia. OSTU international students from Kazakhstan, China, Mongolia, Czech Republic every year take part and are always awarded with diplomas at this student forum, held since 2006 by Tomsk

Polytechnic University with support from the Ministry of Education and Science of Russian Federation.

Summer school of Russian language. Starting from 2010 OSTU holds annual summer school of Russian language in July-August. Its participants are students and young people from Vietnam, Italy, China, Mongolia, Sweden willing to study Russian language at the basic level.

Russian language course. The duration of the course is 10 months (20 hours per week). It is attended by the international students as well as young people aiming to study at Russian universities or to work in Russia.

OSTU students participating in Work and Travel programme. Working during summer vacations in the USA gives students the opportunity to cover their travel expenses, accommodation and sightseeing. But for improvement English language skills students acquire professional experience while working in the field related to the future profession.

Meeting and joint studying of OSTU students with their friends from foreign universities contribute to closer relations of national cultures, improving language skills, increasing motivation for foreign languages studying, broadening their professional horizons.

Information about student mobility is placed at the university web-sites, published in printed matters. It promotes more complete presentation of the partner universities and their facilities, establishing friendly and professional contacts, rise of professional and cultural level of the participants of such exchange.

"Management" programme, major "Logistics". The modern logistics is a new concept of business which broad application in practice of economic activity is explained by need of reducing time frames between acquisition of raw materials and delivery of goods to the final consumer.

The graduates who got an education in the field of logistics can be useful in the companies which are engaged in transportations, storage, cargo handling, transfer and customs clearance of the freights rendering complex warehousing and logistics services on bringing goods to the consumer in logistic and

distribution centers. The training program of bachelors majoring in Logistics at Omsk State Transport University includes all aspects of logistic management: from elementary logistic transactions before designing and strategic management by supply chains. Programs completely conform to international standards.

We invite foreign exchange students to take this course, including Master students.

2   Cooperating with universities

Railway workers' mastering foreign-made equipment and technologies in the field of their professional activities is becoming increasingly important in the context of globalization and creation of international transport corridors.

Cooperating with universities and railway enterprises of European countries (Austria, Bulgaria, Germany, Italy, Poland, Portugal) and Central Asia (Kazakhstan, Kyrgyzstan, Mongolia, Turkmenistan), Omsk State Transport University (OSTU) provides the following types of its training internationalization:

1) English language proficiency improvement by the students and faculty of OSTU coming from studying abroad, communication of the faculty and researchers with their counterparts from the partner universities, publication of scientific papers in English.

2) Profession-orientated studies and internship for the third-year and fourth-year students of the same OSTU major takes place abroad; the students from OSTU partner universities come for 12-14-day internship visiting OSTU's railway-related laboratories and affiliated railway enterprises.

3) Practical training and pre-degree internship with the foreign developers and manufacturers of railway machinery and equipment.

4) Semester study in foreign universities. OSTU students and the ones arriving at OSTU from the partner universities are provided with financial support from OSTU. Our partners in AMO as well as Georgios-Agricola and Erasmus Mundus programs provide significant mobility support of OSTU students.

5) 10-14-day scientific internship for the second-year Master students in accordance with their master's theses subjects at profile departments of OSTU and the partner universities abroad.

6) Writing graduation theses (totally or partially) by OSTU students at the foreign universities and foreign students at OSTU.

7) Learning language of the host university's country while studying abroad.

8) Scientific internships of the Post-graduate students and the faculty, attending professional development courses at the foreign universities, implementation of joint educational and research projects with subsequent publications on the basis of which new training courses for students and transport workers are created.

9) Participation in interuniversity writing teams for the purpose of teaching aids development, e.g. Russian-English-Chinese dictionary of railway terms.

10) Development of semester-based training programs for the basic railway transport programmes in English. These programmes can be used both as a part of joint master's training programs with foreign partner universities and independently, e.g. for introducing foreign students and railway workers to the features of the equipment and technologies used by Russian railway industry.

11) The implementation of double-diploma programs in both partner universities resulting in issuing two university diplomas for one person.

Figure 1 shows joint Master program '"Railway Electric Supply".

Russia → Korea → China → Russia

Korea / China → Russia → China → Korea

China → Russia → Korea → China

Diploma protecting in the Attestation Commission with representatives of Russia, Korea & China

diploma on behalf of OSTU, Korean and China University of Transport
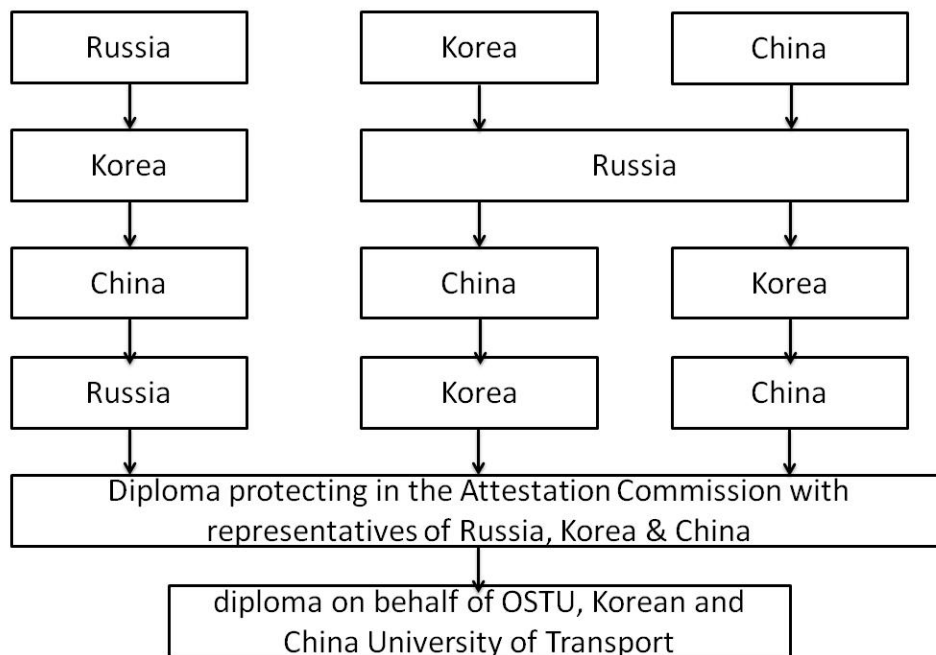
Figure 1. Joint Master program '"Railway Electric Supply"

12) Omsk State Transport University in cooperation with the Kyrgyz State Technical University (KSTU) implements the joint program of training engineers studying programme "Railway Rolling Stock" (majors are "Locomotives" and "Carriages"). The graduating students will receive two diplomas from OSTU and KSTU.

Foreign students training. OSTU carries out professional training of engineers for the railways of Kazakhstan, Kyrgyzstan, Mongolia, Turkmenistan as well as takes bachelor graduates from Ulaanbaatar Institute of Transport for the Master's degree program.

 Each year in October OSTU accepts eachers from Poland arriving to get acquainted with Russian education system. In 2014 OSTU in cooperation with the Polish cultural center "Polonez" held international Polish teachers' conference. This work was specially mentioned by the General Consulate of Poland in Irkutsk.

3 Personnel training internationalization

We've been implementing all of the above mentioned areas of railway transport personnel training internationalization in cooperation with the universities of Southeast Asia. The first steps in this direction have already been done.

1) In 2013 we introduced our university to the students of Korean National University of transport.

2) We are receiving the second group of future teachers of Russian language from Hebei University (China) for the six-month internship. During the stay at OSTU the trainee is under the supervision of OSTU teachers, who have extensive experience in teaching Russian as a foreign language, is working at the thesis and at the same time teaching OSTU students the basics of the Chinese language.

3) In December 2014 OSTU held the international conference, which was attended by the scientists of Dalian University of Transport. The meeting of the Section of the International Association of Transport Universities of Asia-Pacific Countries for Energy Saving took place during the conference.

4) In the spring semester of 2014-2015 academic year Omsk State Transport University exchanged groups of students with the Nanjing Institute of Railway Technology.

5) Joint publication of scientific papers. One of the professors of Beijing University of Transport has joined the editorial board of the collection of scientific articles called "Vestnik Transsiba" published by Omsk State Transport University.

We hope for the future growth and extension of the mutually beneficial cooperation between OSTU and the universities from Europe and Asia.

International mobility of the Ural State University of Railway Transport: with us to success

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Abstract

 The Ural State University of Railway Transport (USURT) is the only one transport university in Ural. Every year we teach more than 17.000 students. Our slogan is " With us to sucess". One of the way to make certain of it is an international mobility. But international mobility is also a method for sharing practice

Key words: USURT, university, railway transport, international mobility.

The Ural State University of Railway Transport (USURT) is located in Ural region, Yekaterinburg city. It is the only one transport university in our district and that makes our university very attractive for students not only from Sverdlovsk region but also from nearby areas (such as Tyumen region and Chelyabinsk region). In 2014 "RAEX" included the USURT in the list of best universities of Commonwealth of Independent States.

Our mission is the USURT integration into the world educational and scientific area considering the university regional and branch peculiarities (to promote the integration of university education and science into the world academic system, the expansion of international contacts in order to prepare qualified specialists, to stimulate scientific research and the growth of scientific and academic professional community of the University).

Studying at the Ural State University of Railway Transport you can evolve yourself in education and science technologies: we have 6 faculties, great research laboratories, computer labs, and international student's organizations; moreover

our students starting from their first year take an active part in sport events and win local, federal and even international competitions.

We would like to give a detailed account of our international mobility – it is the best way to sharing practice. First of all, it is the special faculty for foreign students, which is called pre-entrance faculty, where they study not only Russian language, but also Russian history and traditions. Every year we have near 200 hundred foreign students, some of them don't know any Russian words and some students study with Russian students and listen lectures in Russian language. For several years we have had students from China, South Korea, France, Croatia, Nigeria, Cuba, Algeria, Zambia, Kazakhstan, Chad. Foreign student lives in the dormitory in the same room with Russian student, at that way he can practice Russian and accustom himself faster.

Students from pre-entrance faculty have 4-5 lessons every day. It is:

Russian grammar. Students have standard grammar lessons and lessons, which are called "Russian verbs". It is the most difficult aspect in Russian, because we have cases, terminations, perfective aspect of the verb and imperfective aspect and etc.

Spoken Russian. Students learn how to talk on various topics. And after every topic they practice it outside. For example, the topic is "Post office", they learn how to get a package, how to send a package, how to buy an envelope. Then, in some days, our students go to the post office with their professor and try to put it into practice.

English language. Here international students can improve their English by having practical classes with Russian students.

Writing lessons. Russian italic is very difficult to understand, especially combination of some letters – together they look similar. That's why it is necessary to study this aspect.

Phonetics. Some foreign students can't pronounce Russian letter "R", for example, Chinese language doesn't have it. For that case we have special

exercises, then we begin to practice sound "R" in combination with "TD" or "SH" and finally students try to say fast Russian tongue-twist.

History. Students learn not only general history, but also history of some Russian cities, some interesting facts about them.

Students learn Russian traditions, Russian culture, some words which inhere only to Russian language (dacha, banya), but students learn not only words as a lexical material but also the history of that phenomenon. In addition, they attend theatres, museums and exhibitions with their professor.

International students also have courses in Cultural- oriented linguistic lesson Reading lessons, IT, Physical Education and Math.

After one year studying, students who came and couldn't say even "hello" in Russian, began to study with Russian students together, listening difficult subjects, and the most important thing – understand it.

BEST, Board of European Students of Technology, was founded in March 1989 in Berlin as an answer to the need for an association to promote communication and exchange between students of technology throughout Europe. It's a non-political student organization whose official language is English. Almost 50 local BEST Groups are all over Europe, which make up an established network of associations within high ranking universities in 20 European countries.Local USURT LBG BEST was founded in April, 1998. And since 1998 this organizations has been helping our students to show the results of their work abroad.

One of our Faculties, Mechanical Faculty, has been taking part in different international events and conferences.

Since 2003, the faculty has been offering "Mechatronics" discipline, where the students are given comprehensive in-depth knowledge of mechanics and applied mathematics, microprocessor technology, computer systems management and design, needed to work in various branches of engineering, instrumentation and operation of mechatronic systems. In 2008 the first graduation took place, all

graduate theses were defended in English. So students who represent this discipline are always welcome at different conferences and competitions.

For Instance, we would like to illustrate BEST And Mechanical Faculty activities by presenting Semyon Lyhin's story. Semyon Lyhin is a third year student. His discipline is Mechatronics and Robotics. In the summer of 2015 he went to Gliwice, Poland to take part in BEST Summer Course "How to train your COMAU Robot". The course was devoted to the basics of programming industrial manipulators which are produced by international firm COMAU Robotics. Representatives of the student organization BEST Gliwice managed to gather engineering students from more than 10 countries in Europe. They worked with real manipulators. Semyon acquainted not only with European students, whose interests were similar to his, but also he met representatives of corporate giants, companies with advanced technologies.

Since Semyon chose the course but not the country there were not any problems in communication. Anyway, if you are interested in technology, then the lack of technical vocabulary will not be a problem. Representatives of COMAU Robotics for presentation, technical and software who worked with his team explained all the intricacies of controlling robot using plain language, that's why he succeeded in programming manipulators and actuators easily.

Semyon said: "Having entered the university, I chose the specialty Mechatronics and Robotics. And I get it right. It is one of succinct, interesting and progressive trends of the modern world. It gives us a new horizon. So I'm not going to move away from the advanced technology. The maintenance and adjustment of industrial manipulators is the most accessible and already familiar way to me. There are a lot of them: KUKA, and FANUC, and COMAU.

Taking part in international activities helps me to make contacts with Western companies. Also you can hear about programs from horse' mouth. This is the moment when you can not only learn all that you are interested in, but also make friends among company representatives".

One of the paramount objectives of Russian higher educational institutions is to integrate the education and science into world academic system, to train a

specialist, able to meet top international requirements and solve urgent questions of civil society development.

And we do everything to be one the best Universities in our field.

International Academic Mobility as the Students' Motivation to Learn Foreign Language at Non-Linguistic Universities

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Abstract

This article is devoted to the analysis of international academic mobility as the students' motivation for foreign language learning at non-linguistic universities on the example of Saint Petersburg State University of Architecture and Civil Engineering (SPSUACE). It reviews different opportunities the students of the university have and describes specific experience of participation of the students in one international intensive interdisciplinary workshop. Responses and comments of the participating students help to conclude that such motivation should be kept in mind while teaching foreign languages and practicing different methods of improving professional language skills.

Keywords: motivation, academic motivation, English language, international academic mobility, foreign language acquisition, improve professional language, method of teaching language

1 Current opportunities of international academic mobility for students at Saint Petersburg State University of Architecture and Civil Engineering (SPSUACE) and requirements for foreign language skills

Participation in the Bologna Process gives to the Russian universities considerable benefits from the point of view of expansion of opportunities of international cooperation. Any international cooperation requires high foreign-language grounding. In this situation, the foreign language is considered to be an obligatory component of professional training of the student and an important precondition of successful future career of the graduate. However, despite understanding of this importance, graduates of technical higher education institutions often do not know a foreign language very well. There are different reasons for that. One of the reasons is insufficient motivation for learning foreign languages at non-linguistic university. In this connection, interests of the students and intrinsic motives are very important. Possibility to go abroad, to live students'

life in another country, to make friends with foreign students always attracts students a lot.

At Saint Petersburg State University of Architecture and Civil Engineering (SPSUACE) there are different opportunities of international academic mobility for the students. They can either go to a foreign University to study there as exchange students for one term or take a short internship at a Partner University with a group of students under professor's supervising. The students can also participate in one of double degree programmes the University offers, take part in international competitions, workshops or summer schools abroad etc. Survival conditions with a foreign language differ depending on mobility type. Thus if a student comes to foreign university for half a year as an exchange student, he or she has time to re-read lectures, to ask questions to a professor or other students, to find unknown words in the dictionary and to do that in a free mode. In case of short-term practice abroad with a group of other students from our University, one can always rely on somebody's assistance. Participation in workshops in mixed international groups can appear the most stressful for students with insufficient level of knowledge and skills of communicating in a foreign language.

1.1 Participation of the students of SPSUACE in intensive interdisciplinary international workshop B.I.S.S.

A bright opportunity for our students to take part in such short intensive international workshops is Baltic International Summer School (B.I.S.S.) held at HafenCity University of Hamburg (HCU), Germany. With its nearly 2,500 students in civil engineering, architecture, geomatics, urban planning, metropolitan culture and urban design, this University decided to focus its efforts of international collaboration with leading universities of the Baltic Sea region and launched together with six international partner universities from Poland, Estonia, Finland, Sweden, Russia and Denmark, an annual innovative interdisciplinary workshop. It aims to develop and implement new ways of interdisciplinary teaching, learning and designing. More than 65 students from 6 countries come to Hamburg for 10 days to work in international and interdisciplinary project groups. All the participants are not only from the Baltic Sea Region but also from harbour cities. In 2015 three students from Saint Petersburg State University of

Architecture and Civil Engineering participated in BISS, in 2016 there were six students: a civil engineer, a transport engineer, an architect, an urban planner, a restorer and an interior designer. The students had to work in mixed international groups of 4 students at their projects connected with the future development of a specific site in Hamburg. The motto of the school is "think the link" which indicates the interdisciplinary approach to develop ties between experiences, cultures, cities and persons of the built environment. In 2015 the project groups were asked to deal with water as a junction and quality as well as a barrier and separation in the City of Hamburg. This feature is characteristic for most harbour cities. The topic for BISS - 2016 was "Hamburg 2030 – urban futures". Organizers of the B.I.S.S. used such methods and formats as preparatory tasks, interactive tasks within the group and with the site, mentoring system, expert input and critique, keynote presentations and "food for the day" lectures. On the final presentation the students present their group projects to the wide public including the politics, local experts as well as interested quests from the press.

As for language requirements to the participants, the initial information letter told that "in order to follow the lectures, work in multinational groups and participate actively in the discussions, students should have a good command of the English language". It is clear, that "a good command of the English language" is very broad definition. Among students of our university who decided to participate in the workshop there were ones with absolutely different level of English: from advanced fluent speakers in professional English to uncertain and doubting students with no experience in communicating in foreign languages at all. However, all of them were extremely interested and motivated in participating.

1.2 The students' responses and comments

We asked our students participated in B.I.S.S. to answer the questions concerning their level of English before and after the workshop. How did they prepare for that? How did they feel about it before the workshop? How did they cope with it? What were the difficulties they faced? What advice would they give to other students?

All the students confessed that they had worried about their English skills before the workshop. Even the students who had graduated from specialised in English secondary schools and had been to the English-speaking countries before tried to read more professional articles in English, listen to interviews with architects, engineers and designers in the Internet etc. Here are some students' impressions.

"Participation in this workshop has given me even more freedom in language proficiency and has allowed to improve my skills of making presentations and communication that is very important in the modern world. I would advise to future participants to be realistic at estimating their forces and to have the minimum experience of making presentations and communication in English, otherwise it will be difficult to show your abilities and to express yourself for 100% because of a language barrier" (Anstasija, an architect).

"Participation in B.I.S.S. has allowed me to gain confidence at communication; I even have learned to distinguish the Scandinavian accent (in the beginning it was very difficult to understand some participants from Sweden) and my vocabulary was enriched with some phraseological units used among young European people" (Vadim, a civil engineer).

"At a preliminary meeting of participants from our university I understood that my level of English is much worse than other participants' level of English. I intensively prepared for a trip: I reviewed the grammar, I did exercises on translating sentences, I watched the news in English etc. When I arrived in Hamburg, I found the language to be very professional, there were many new terms and people spoke too fast. At first, I did not always understand what was spoken about. By the end of the trip I was not afraid to find myself with foreigners tête-à-tête.. The main conclusion I made is that the foreign language demands regular practice" (Svetlana, a transport engineer).

"Before travelling to Hamburg I was very nervous and scared. I was afraid that I would not be able to express my thoughts. But it is necessary to risk and rush headlong into the new promising travel and events if you want to move forward and achieve more and more goals. I started preparing for the trip immediately

after I made a decision about participation. Every day I listened to various conversations, watched TV shows and movies in English, repeated the words. Thus, I created for myself the atmosphere of immersion into the language. This fruitful work lasted for 1.5 -2 months. Then came the big day. I was afraid of, but it was nowhere to retreat. It was difficult, but everything in life is possible. I tried not to withdraw into my shell and listened to all around. I listened and communicated, expressed my thoughts and shared the impressions. Thus, I became more and more confident with each passing day. I was lucky that people around me understood my situation (my English is not perfect) and tried to help me by correcting small errors in my speech. So day after a day I talked with the guys better and better. Even the mentor of our group noted that as compared with the first days of communication, I began to speak better. And it is always pleasant for everybody to hear words of praise.

I am very glad that I had not chickened out and agreed to participate in BISS. The most important thing is that now I'm not afraid to communicate with people in English and share opinions and impressions with them. It is very important to me as when I realise new opportunities and that everything is possible in our life, I can put new goals in front of me and achieve new heights not only in my native country, but also abroad" (Polina, a civil engineer).

2 Using the students' experience in teaching foreign languages at the University.

We are very grateful to the students for their answers and appreciate their help for analysing the main difficulties they have being involved in international mobility. It is important for the other students to know about opportunities of international mobility at the university and to get ready for participating in such activities held in foreign language. That is why some of the students were suggested to take part in students' conference that is annually held at Saint Petersburg State University of Architecture and Engineering in spring and to report about their participation in B.I.S.S., results of their group projects, about the achievements including improvement of their foreign language skills.

Experience of our students convinces our University English teachers of importance of such topics on their classes as making presentations, description

of engineering and architectural projects in English, practising listening to interviews with outstanding scientists, engineers and discussing them etc. Tasks for students' group work simulating the workshop situation could be included into practising on the classes. Making such tasks and simulation of international workshops activities and conversations on foreign language lessons could become a separate subject of a research on modern methods of teaching.

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The Experience of English Language Teaching at Technical University

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Abstract

This article tells about the experience of English language teaching. The work of Department of Foreign languages and the curriculum content are described. It shows that the authentic materials present real language, and makes students more confident to deal with real life situations, give possibilities to introduce cultural diversity, increase motivation, and create language awareness. This article argues the effectiveness and necessity of innovative technology integration in process of teaching foreign languages. The advantages and benefits of modular object-oriented learning environment (MOODLE) usage are demonstrated. Particular attention is paid to the survey conducted among students, Master's degree and postgraduate students in order to identify the difficulties, that they encounter in the e-course for further analyzing and making modifications. It headlights the effectiveness of using Information and communication technology in language teaching and learning. The article proposes that there is no best method that produces best results and suggests that different methods are best for different teaching contexts. Also teachers' concerns in the process of teaching are presented.

Keywords: English language teaching, student, authentic material, MOODLE, computer technology, teachers' concerns

1 English language as an instrument of academic communication and essential tool for students to meet their future professional needs

Our University (Saint-Petersburg State University of Architecture and Civil Engineering) conducts activity in training highly qualified specialists (such as engineers, architects, builders etc.) in undergraduate, graduate and postgraduate programs; improves scientific innovative activity based on constant updating of projects and research and development methods; introduces them into educational process and production to meet social and economic demands and to contribute to cultural development of the city.

Knowledge of English language is a compulsory component of the professional qualification of the modern specialist of any profile. Foreign language expands students' career perspectives, horizons and develops their intellection, becomes professionally needful instrument forming personality. Federal state educational standard of the 3rd generation for the high schools in Russia provides language course that holds professionally oriented communicative language, and admits second language skills as a part of overall competence of graduates in various professional spheres.

1.1   Curriculum content

Organized in 1943, our Department of Foreign Languages provides training in English, German and French languages. Approximately, we have 177 groups and about 20 students in each group. English language is taught to students of 1st, 2nd and 3rd years, also to master's degree students and postgraduate students. Before starting learning our students are required to write a test on their ability in the English language to find out what level of English they have. After that, they are divided in groups according to their levels (Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate).

1st year students learn General English during the whole year. General English course is aimed to develop listening, reading, speaking and writing skills according to students' needs and requirements. The course also focuses on the expansion of students' active vocabulary as well as grammar knowledge and helps students to communicate freely in everyday spoken and written English.

2nd year students learn Academic and Professional English (English for special purposes). This course is aimed to develop reading and translation skills and the written and spoken communication skills students need to succeed at university and in their future career, to improve students' confidence when using English, both within and outside the university, to increase their grammatical and idiomatic use of the English language covering topics of their special interest.

3rd year students learn Business English, which is designed to develop students' English language skills, they learn to express themselves better in a variety of

professional situation in addition to studying business vocabulary and reinforcing English grammar.

Master's degree and postgraduate training programs are designed to further improve the students' professional English language and to build up the student's language competence in their specialist fields.

1.2 Language teaching methods and techniques

Our teachers use variety of methods and approaches, selecting from each effective technologies and forms of interaction in accordance with teaching aims and objectives taking into account contributing factors. There are a lot of important factors influencing the choice of methods, approaches and the process of education such as social factors (language environment, cultural attitudes, economic and ideological policy); educational factors (teaching aims, time and resource limitation, students attitude and etc.); factors depending on teachers (education, experience, skills, confidence and independence level); and factors, depending on students (age, motivation, aspiration, level of preparation, attitude on learning process). Having such a variety of contributing factors makes it necessary to apply methods integration, that, in turn, gives teachers a possibility to interact with students with due regard to relevant objectives, problems and maybe, weak points, arising during the certain training stage. Teachers prepare lessons promoting better language acquisition and thereby don't base on one perfect method.

Our Foreign Language Department provides tasks, text editions and textbooks, which are designated for students, specializing in different areas of science and technology. They are designed to develop reading and translation skills, build up active vocabulary and expand grammar knowledge in special literature. Learning material is aimed to prepare students for reading scientific and technical literature, so that they can get necessary information covering their specialist fields topics in their future professional activity. Basically there are two texts in lesson structure, they come with a number of exercises to solidify thematic and terminological vocabulary, and also develop reading, translation skills as part of vocational subjects. Grammar exercises are based on previous lessons

vocabulary. Grammar tasks built on repetition of grammar structures that are widespread in technical texts such as infinitive, gerund and participle structures, conditionals etc., contribute to solidify previously acquired English grammar knowledge. Texts are taken from original English sources with due regard to their informational content and correspondence to scientific and technical achievements, that is why learning material comprises equally valuable information from linguistic and professional point of view. Advantages of using authentic texts (which retain their original vocabulary and grammar) are reflected in the emphasis on language perception, real language presentation, cultural component introduction, and also students' motivation. Correspondence of text content to student's needs is one of the most important criteria because reading of the material should be interesting for students and meet their needs in their professional activity, that, in turn, is a motivating factor. Presentation of authentic materials by using audio and audiovisual media, diagrams, pictures, etc., that is practiced by teachers of our department is more attractive, it contributes to a better understanding of the material and serves as an additional incentive increasing students' motivation. Authentic material is the effective means of real language presentation, culture integration, and the way of increasing students' language and sociocultural competence. Undoubtedly, Internet is a powerful resource of authentic texts and other materials.

2 Utilization of the Internet and computer technology in language teaching

Innovative technologies, especially information and communication technologies, e-learning environment, the Internet, interactive whiteboards, projectors and etc., have become so pervasive, dominant and indispensable in today's world that it is impossible to imagine life without them. Nowadays providing each student access to electronic information, e-learning environment and distance learning technologies is a requirement of Federal state educational standard.

2.1 Learning platform MOODLE for teaching English

There is a wide variety of software for the online programs and courses component, the most common is the MOODLE (Modular Object- Oriented Dynamic Learning Environment) which we chose as an e-learning environment

to support the learning process in teaching foreign languages to students, undergraduates and postgraduates. This learning management system is web application that provides the ability to create sites for the online learning. A lot of universities in our country have a great experience of using this system, but we've been using it for only 2 years.

In order to ascertain whether the implementation of the electronic educational environment in the educational process is effective and necessary when learning the foreign languages and to identify the difficulties that students face in the process of e-learning we conducted a survey among them.

60 respondents answered the questions about the usefulness of the course opportunities for learning; amount of time students pay working in an electronic environment; about difficulties they experience during the training period; the possibility of better preparation for the exams; advantages and disadvantages of the e-course and etc. Students gave their own answers about disadvantages of the utilization e-learning platform and the most popular answers were that the complicated network system not always works properly, and not always they could cope with the new technology. The possibility to work at any convenient time, to work in a distance and to address a teacher at any time, to have an access to learning materials and use additional helpful material were named as advantages of our e-course.

Questionnaire analysis allows us to determine which course opportunities student find useful and which difficulties they face and to identify the weaknesses of the course. And this, in turn will enable teachers to make the necessary adjustment to the e-course for more efficient operation and optimization of the educational process.

Working in MOODLE system is very convenient, teachers can easily add some useful material in the course and conversely remove one if it doesn't work as expected. Grammar presentations, learning videos, online tests (teachers can open them at a certain time) and a lot of other things are helpful in teaching process. Especially MOODLE system is very effective for master's degree postgraduate students, because as a rule almost all of them study alongside

employment and most often they don't have enough time to attend all classes, so they can revise material and do the task at home at any time and then send it to their teachers.

2.2 Integrating language teaching with computer technology and students' engagement in learning process

Learning English for special purposes students face difficulties with understanding the material they read, because of the lack of knowledge in special subjects. So, the demonstration of the special learning material with the help of Internet resources, multimedia application etc., contribute to better perception, understanding and acquisition of the English language course.

Integrating computer technologies with language teaching and learning students can fill in the gaps in knowledge, repeat and solidify previously acquired themes and learn deeper the new ones, using suggested by the teacher material beyond the class hours. One of the advantages of using computer technology is online communication with students which allows them to use different tools such as forums, e-mail etc., students have the possibility to work together and ask questions to teachers at any time, they can use websites, create podcasts and blogs, share information etc.

3 Teachers' concerns

Growing number of educational resources allows teachers to give students individual and group online projects, which develop skills and abilities to gather and analyze information from different sources, required for students in their future profession. Applying computer tools gives teachers a possibility to use different methods and approaches in English language teaching. However, despite the fact that information communication technology is increasingly prevalent in our everyday life and other spheres and particularly in education, a lot of high schools face difficulties with using their full range. This is partly due to a lack of teachers' professional competence in the field of information technologies, which play an important role at all stages of learning: from creation of the electronic media for professional activity to the use of electronic platform in

the learning process. Improving teachers' qualification in innovative technology is of great importance to achieve a high level of education quality.

Another teachers' concern is connected with special technical subjects. In many situations students know the technical terms related to their field much better than the teacher, who often doesn't know the field specific terminology. Teachers explain how to use the specific vocabulary, the way of translation authentic texts, and the way of effective communication in typical situations that will arise in students' future job etc., and also it is necessary to consult with subject matter specialists to rise competence in the specific fields, which is not always possible.

A low number of hours dedicated to English is also a pressing question. Having two hours a week per one group it is very difficult for teachers to cover the syllabus.

Conclusion

As grammar and vocabulary are the main aspects of the language, so their deep understanding is of great importance. With authentic texts, learners are provided with words and expressions used in real life contexts. Material and activities containing authentic text may give learners more grammatical choices and advance their proficiency.

The increasing integration of electronic educational environment into process of teaching foreign languages has changed for the better and will effectively correlate in future, contributing to a qualitatively new level of student's preparation for their future careers.

The growing use of information communication technology has changed the face of language teaching in a beneficial way and will do so along with future technological innovations.

To achieve any level of English language it is necessary to know that practice brings skills to perfection and patience is a useful character feature.

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Working with the text as one of the mandatory conditions of mastering a foreign language in the cefr (common european framework of reference) scales

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Abstract

The article describes the creation of a foreign language teaching technique that responds to modern European requirements of language levels assessment. In order to achieve success, it is vital to pay attention to all skills' perfection: teaching listening comprehension, teaching efficient reading and writing. The article suggests practical strategies to help students develop the reading competence. It contains a range of practical ideas and activities, and shows the place of reading in a teaching program. Reading as a receptive type of language activity plays an important role in speaking skills creation. It is very important to use the texts effectively and to create interest in reading. Distinctive feature of contemporary approach to training reading skills is to combine it with the speech activities: monologues, dialogues, group discussions, case studies. Reading authentic texts allows the teacher to realize more effectively the principle of authenticity in a foreign language teaching

Keywords: foreign language teaching, work with a text, authentic texts

In modern the methodological programs of how to train and maximize oral speech skills is put the priority on. Nevertheless, working with the text as well as teaching reading skills in a foreign language class has an important strategic point, and deserves paying great attention to and a lot of work to succeed.

In reality, the combination of productive and receptive kinds of speech activity allows the student to learn a language better and to be more confident in using the target language.

When developing the European system of levels, the extensive study was carried out and as the result of the language proficiency assessment the language skills evaluation got separated by such parameters as: listening skills, reading skills, dialogue and monologue speech skills, writing skills assessment.

So, reading and writing as kinds of receptive language activity play an important role in forming a language package of speech activity skills so that to maximize the ability to learn a foreign language. The integrated approach to learning is based on the interconnected formation of skills in all four kinds of speech activity—listening, speaking, reading, and writing.

There are certain guidelines for each level of language proficiency. Students who are at the level A1 and students of the level B1 in learning process read texts, but the instructor/lecturer/teacher puts them different challenges. For the level A1, short messages, advertisements, transport schedules, pages of calendars, texts of horoscope signs, short instructions, headings, and simple everyday dialogues are offered. For levels A2 and B1 scientific texts, fiction texts, media texts, text of abstract subjects, poetry, and texts, containing idioms, proverbs can be offered.

The instructor/lecturer/teacher should clearly set the task and the goal when he/she starts working with the text.

What results do we expect from a student who studies a text? A statement of the problem and an expected result entails a variety of methods of working with a text. There are several types of work with a text in the modern language teaching methods. The main ones are:

- An exploratory reading, an extensive reading, is the kind of academic reading, which implies the development of such skills as: reading large texts in terms of volume at a higher rate, with total coverage of content, and mostly on their own. The attention of a reader focuses mainly on the content; the synthesis prevails over analysis in the process of reading; and a guess is important—it helps to overcome various kinds of difficulties. Extensive reading is the one, which is targeted at the core content its understanding;
- Concerned (i.e. studying), analytical reading, an intensive reading, when a student is trying to learn all the unknown vocabulary and figures of speech with a full understanding of the content. Short texts and accompanying text exercises (text-based activities), forming some receptive lexical and grammar skills related to reading comprehension and understanding of the text content are offered for intensive reading;

- A searching reading, the purpose of which is to extract the necessary (interest) significant information.

I.L. Kolesnikova, O.A. Dolgina note that the methods of the text studying are classified to "... an analytical reading and synthetic reading (global reading), reading aloud, oral reading and silent reading, class reading and home reading; by the form of organization, there are individual reading and group or chorus reading". [1]

It is important to emphasize that all kinds of reading are interconnected, intertwined and they complement each other. Rational learning methodology should take into account all these classifications of reading, and the use of different kinds of reading in the classroom is the tool that helps to achieve a common goal—learning how to read in a foreign language.

"Working with text implies different organizational forms: individual, pair, collective, group ones. At this level it is possible to hold discussions, ask questions in the case of ambiguities, and also exchange views on the text and identify the degree of understanding of the text content. Thus, the text and assignments to it, which require the instructor's/lecturer's/teacher's skilled care, will be imposed in the classroom. More simplified texts are selected for self-reading at home, or it can be a preparatory text for the subsequent reading of the main text in class." [4]

Today, the tendency of teaching students how to read authentic texts is very important. A distinctive feature of the modern approach to receptive kinds of speech activity training is the use of connected and authentic texts for reading, which are accompanied by authentic tasks. This methodology allows us to implement the principle of authenticity more fully and effectively when teaching a foreign language. In this case, it is necessary that the student should master techniques of an exploratory, concerned (i.e. studying), and searching reading. The complex of these skills and the ability to guess the language will help to handle with the difficult task of reading the authentic text, regardless of whether the text to be treated with some linguistic level or not. Students should learn to understand the style, type, and intended purpose of the texts. One can cite a long list of text messages that can be used in the classroom. That can be brochures, SMS messages, e-mails, periodicals—interesting magazines and newspapers,

booklets of museums and popular tourist destinations, the articles of regional geographic nature, texts of websites on the Internet, calendars, horoscopes, and shopping catalogs.

N. Galskova explains, "…the students should learn to understand the authentic text, without resorting at each meeting with an unfamiliar language phenomenon to the translation (dictionary). To do this, they need to learn a few rules of how to work with the text:

1. to read the text in a foreign language does not mean every word translation;

2. the level of students' experience plays an important role for understanding any text;

3. it is necessary to seek the assistance of a title, drawings, diagrams, tables, accompanying the text, and its structure to understand the text (or to predict what will be discussed in this text);

4. when reading a text, it is important to rely primarily on the fact that we know in it (words, phrases), and try to predict a content of the text based on the known, to guess the meaning of unfamiliar words;

5. refer to the dictionary only when all other possibilities to understand the meaning of new words have been exhausted." [2]

It is possible to say that the instructor/lecturer/teacher has a choice in the preparation of the material, according to the language level of a student and the subject of a learning session. In addition to authentic texts, we use educational texts—adapted and authentic, fiction as home reading, works of poetry and songs. Language training should be holistic. We do not divide training into working off kinds of speech activity separately, on the contrary, we always try to organize the material in the form of indivisible units, which the student can learn on the concept of "top-down"—that means the perception of the material from the general to the particular. In this work, exactly the text takes a leading role. Students work with the text, read it, then it is possible to discuss the details, features of the text on the basis of analytical reading. This work involves a group chat or a pair one. While offering a new text for the lesson and stating how to develop techniques of exploratory reading, the instructor/lecturer/teacher gives

the students some guidelines in order to simplify and adapt the work with the text to the students' abilities and skills: try to embrace the entire page for the integrity of perception;

- pay attention to the marks auxiliary—headlines, images, captions for pictures, words in italics, in bold, and figures;

- you can start reading from any place that looks the most interesting—and not necessarily that it would be a start;

- it is useful to make a note in the margin—for example, the translation of unfamiliar words or comment;

- the work will move very productive if the task is done in pairs.

Two psycholinguistic models of reading — "bottom-up" and "top-down" —work in setting specific tasks for working with a text. "Bottom-up" model of reading involves the development of the main components of the text—vocabulary, turns of phrase, idioms — and then the accumulated information is integrated in the whole perception of the text. According to the "bottom-up" principle, do well to carry out assignments for the concerned (i.e. studying) reading when careful and painstaking work with the text is required from the student. "Top down" reading model involves the perception of the material from the general to the particular. It is, in fact, the model of exploratory reading.

I would like to offer some examples of text exercises, which are popular among students and carried out easily and with pleasure:

- An interesting and popular magazine is given to each student. The task is to talk about the topics of the articles, note the ones that students are interested most of all, study the information about the publication (where, when and by whom it was issued), read a short article that gained the interest, and carry out a short abstract of this article. At the seminar, each one tells about his/her magazine.

- The subject of the learning session is geography of the studied countries. A brochure, describing different regions of the country, is given to each student (or several students) from the group. The task is to consider the information, to highlight the most interesting and informative facts, and to group them in the introduction renewal of the region. The information is presented at the workshop;

it can be presented verbally or in the form of presentation; it may be made by a couple of students or a group.

- Tasks for understanding of the text are also positively received by students. The classic type of exercise is the answers to questions about the text or "the correct/incorrect statement" marks. This task gives the opportunity to use the method of trial reading thoughtfully and slowly —the use of vocabulary is limited in this task—to understand the text, apply the language guess, and give an adequate response. The student needs to find out, that it is not necessary to understand every word—it is enough to catch the meaning of the message.

- In my opinion, the work on the reduction of the text is very effective—a brief abstract is made from compressed voluminous long text—the quintessence of the content. Such tasks are useful as homework and they give the opportunity for the student to do this work slowly, enjoying the process. Usually, I choose texts about the culture, the traditions for this task. It is important that the text should be interesting!

- Of course, we work with texts that match the category of the subjects. Such texts support turns of phrase and the new vocabulary to be studied. The objective of the thematic text is to present the whole image of the topic at the bundle of knowledge of a separately studied vocabulary, to show how some or other the rules of syntax and morphology work. I often have to make the text myself, based on the student's level, his/her lexical baggage, and grammatical training. This is a typical case of a method of "bottom up" reading the text. Such reading is popular at the initial stage of language learning.

- I also propose the work with the text at an advanced level of language learning. At the advanced stage, the program is often based on the materials of a particular textbook. For example, our 3rd and 4th year students are studying from textbooks "Hyvin menee 2" or "Tarinoita Suomesta". These textbooks are different in the texts of quite large volumes. To make it less boring for the students to read them, I propose some exercises that might be united by the method of searching reading, emphasizing the most important elements of speech and vocabulary, conversational exercises based on the text. Students preview the texts at home.

- Reading and studying poetry and fiction works is a bright addition at all levels of language learning. You can find works for any year of language learning. At the initial stage, we read the students poems of Risto Rasa, which at first glance seem to be simple, but in fact are full of deep feelings. In subsequent phases, we read Aleksis Kivi, Mika Waltari, Kirsi Kunnas. Finnish poetry is interesting because its style of free versification leaves the possibility for a thorough understanding of the phrase, an interesting acquaintance with the vocabulary (e.g. Kirsi Kunnas "Kattila ja peruna"). With poems of Aleksis Kivi I introduce the language abbreviations that are inherent in the poetic form and are clearly expressed in the poems of Kivi, such as, for example, "Suomen maa" or "Onnelliset". Poems of Mika Waltari are rich in metaphors, which are easily remembered by students. Students happy to read the poem "Kirje" and translate it.

- The students always like to read aloud an unknown text of any interesting book in the audience directly from the screen, e.g. Mauri Kunnas or Tatu ja Patu. The nice thing is that these books are fun, the text is simply formed, and students like that they understand the content without preparation. The text is discussed, commented, and necessarily a few new words are discussed and pointed out. It is an extremely popular task for fun. We read one page each lesson. The young people look forward to this event!

- Fiction works mostly are read as home reading. This can be Tove Jansson's "Kuusi" or other stories, "Vaahteramäen Eemeli" by Astrid Lindgen, stories of Sinikka Topola. It is important that the text should be interesting, fairly simple, and accessible, according to the level of language proficiency.

  Examples of tasks. Texts and tasks are presented in the Finnish language, as I teach Finnish.

1.

	Mikä on aikakauslehden ulkonäkö?
	Milläpaperilla se on painettu?
	Kuinka monta sivua lehdessä on?
	Missä se on julkaistu?
	Milloin se on julkaistu?
	Mitkä mielenkinoset otsikot ovat sinun melestäsi lehden sisällössä?
	Mikä artikkeli sinusta on mielenkiintoisin?
	Miksi se kiinnostaa sinua?
	Kerro siitä artikkelista tai kirjoita lyhyen esseen.
	And additionally it can be a lot of interesting questions.

2.

Teksti: TARINA ULKOMAALAISESTA, JOKA HALUSI OPPIA HIIHTÄMÄÄN	Tehtävä: Mitkä seuraavista väitteistä ovat totta, mitkä eivät? Jos väite on tosi, merkitse ruutuun +, jos ei, -.
Dick, amerikkalainen opiskelija, kertoo: Entinen huonetoverini, joka oli viettänyt talven stipendiaattina Suomessa, sanoi minulle kun sai tietää, että minä lähden Helsinkiin: — Muista sitten opetella hiihtämään. Helsingin ympäristössä on paljon lunta talvella. Jo syyskuussa aloin kysyä helsinkiläisiltä ystäviltani: — Milloin hiihtokausi alkaa? Haluaisin opetella hiihtämään. — Odota nyt ainakin joulukuuhun. Voi olla, että silloin on jo tarpeeksi lunta. Minä odotin joulukuuhun. Lunta ei näkynyt. — Pitäisiköhän lähteä Lappiin hiihtämään? kysyin. Siellä on satanut kovasti lunta.……	Dickin entinen huonetoveri on hiihtänyt Helsingin ympäristössä. On mahdollista, etta Helsingissä ei lunta näy eikä kuulu joulussakaan. (kyllä/ei) Kaamosaikana kannattaa lähteä Lappiin hiihtämään. (kyllä/ei) Pehmeässä lumessa on paras hiihtää. (kyllä/ei) Suojailmalla lämpötila on nollan alapuolella. (kyllä/ei) Hiihtämisestä ei tule mitään, jos lumi sulaa kovin vähään. (kyllä/ei) Talven säätila ja lumen paljous eivät vaihtele Helsingissä eri vuosina lainkaan. (kyllä/ei) ....

3.

| Alkuvaihe. Sanastosta tekstiin.

Keskusta, lähiö, asunto, huone, tilava, ahdas, käytävä, wc = vessa, eteinen, naulakko, kerrostalo, kerros, hissi, raput, ulkoovi, ullakko, olohuone, makuuhuone, keittiö. | TALO JA ASUNTO

KERROSTALO
RIVITALO
OMAKOTITALO

Me asumme kaupungin keskustasssa. Ennen me asuimme lähiössä, mutta nyt meillä on uusi mukava asunto. Asunnossa on kolme huonetta ja keittiö. Huoneet ovat: olohuone, makuuhuone ja minun oma huone. Keittiö on isoja tilava. Äiti on iloinen, että keittiössä on nyt paljon tilaa. Meillä on pitkä ja leveä käytävä. Käytävästä voit päästä vessaan ja kylpyhuoneeseen. Kylpyhuoneessa on suihku, amme ja pesuallas. Käytävässä on pari komeroa.
Eteinen ei ole iso, se on melko ahdas. Eteisessä on vaan paikka naulakolle ja koiran paikka.
Hyvä on, että minulla on oma huone. Siinä minä nukun, siinä voin lukea ja kuunnella musiikkia rauhassa. Omassa huoneessa minä voin tehdä mitä minä vaan haluan.
Me asumme kerrostalossa. Meidän kerros on numero 3, siis asumme kolmannessa kerroksessa. Koska talossa on kuusi kerrosta, talossa on hissi.Meidän raput eivät ole likaiset, kuin naapurin raput, koska meidän ulkoovi on aina kiinni. Meillä on puhtaat raput. Talossa on ullakko. |

4.

| Runoja.

Aleksis Kivi, esim. SUOMENMAA

Maa kunnasten ja laaksoen,
Mi on tuo kaunoinen?
Tuo hohtees kesäpäivien, Tuo loistees pohjan tulien, Tää talven, suven ihana, Mi onpi soma maa? | Risto Rasa

Hän oli hyvin yksinäinen,
tilasi lehden
jotta joku kävisi
hänen ovellaan. |

5.

| ENSIMMÄISET SUOMALAISET | . Reading an unknown text

The text is discussed, commented, and necessarily a few new words should be pointed out and discussed. It is an extremely exiting task. Each learning lesson we read one page. |

6. The long and painstaking work with the text. It might work as self-study or as a final work (provided that the text has already been worked before).

6.1.

The texts are taken from the textbook Susanna Hart "Tarinoita Suomesta" for this work.	Task A. Select sentences from the texts (3 sentences), according to the model of the sentence type. If you can not find a suitable finished sentence, it can be a little remake to match the sample.
	Intransitiivilauseet (Verbi ei saada objektia.) malli: Kiasma on Mannerheimintiellä
	Transitiivilauseet (Verbi saa objektin) malli: Suomi haluaa vahvistaa ja tehostaa Euroopan unionia.
	Predikatiivilauseet (olla-verbin välityksellä kerrotaan mikä tai millainen subjekti on.) malli: I Unionin rakentamisen vuosikymmeninä parlamentti on usein ollut suunnannäyttäjä.

6.2.

By text "Kuvataidetta ja makunautintoja Oruhuela Costalla". (Susanna Hart "Tarinoita Suomesta".)	Task B. Kirjoita jostakin todella tärkeästä ulkomaanmatkasta. Vastaa tekstissäsi ainakin alla oleviin kysymyksiin.
	a) Milloin ja missä olit matkalla?
	b) Miksi matkustit juuri sinne?
	c) Mitä matkasi maksoi?
	d) Millainen majoitus sinulla oli?
	e) Miten matkustit? Lentäen, junalla, autolla, laivalla?
	f) Matkustitko jonkun kanssa vai yksin?
	g) Mitkä olivat matkan kohokohtia?
	h) Mitä vastoinkäymisiä matkalla oli?
	i) Muuttiko matka ajatuksiasi?
	i) Mitä opit toisesta kulttuurista?

6.3.

| Find features of conformity in the text "Nelipyörällä idästä länteen" (Susanna Hart "Tarinoita Suomesta".) | Task C.

Expenses on materials were laughable in comparison with Western countries

The anti-hygienic conditions of the tropics

To what extent people are biased to that they have no idea about

This guy scrounged on the streets for two years, to dial the climbing equipment

The dude from the reception gave me a cigarette |
|---|---|

7.

	Kotilukemista

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Gaming at the Lessons of Foreign Languages in the System of Higher Professional Education in Russia

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Abstract

The paper highlights some historical facts of gaming development in Russian higher non-linguistic education including contemporary situation. The authors also share their experience in role-playing and larping (from English: Live Action Role-playing Game, LARPG), business gaming, simulating and some other technologies of interdisciplinary approach in teaching Business English and ESP at non-language universities as well as language gaming and larping in teaching German as the second foreign language.

Keywords: history of gaming development in Russia, role-playing, larping, edu-larp, business games and simulations

1   Brief overview of methods and technologies development in teaching foreign languages at non-linguistic universities in Russia

In the age of globalization a good command of foreign languages along with communicative and professional competence are considered to be one of the most important contributors to higher education of future professionals and, eventually, to their competitiveness in the modern labor market. For this purpose, foreign languages as means of international communication have become one of the most important disciplines to teach at universities. The main aim of their learning and training is to form and develop speaking skills and communicative competences for international socializing, discussing and negotiating different everyday cases and business matters. That is why gaming technologies that make a huge contribution to the development of these are now widely implemented in the process of teaching.

To say the truth however it was not always like this. Down to the middle of last century, students at non-linguistic universities were trained mainly in reading and translating special scientific and technical texts. The process was limited by so called "passing thousands" (students tasks were just to translate a number of thousand signs). Learning foreign languages used to be formal and boring for students. One and the same monotonous uninteresting activity was far from motivating them.

The situation changed when the Iron Curtain was opened and the USSR began to develop international relations. It lead to fundamental changes of the targets and teaching methods in training foreign languages too.

Students wanted to socialize with foreigners when being abroad and their wish perfectly coincided with the aim of the program, which sounded like to train students due to the communicative approach, namely, to develop speaking skills so that future professionals could communicate with their surrounding when abroad and international business partners. Active teaching methods got widely implemented in the process of training foreign languages. It was that time when gaming and role-playing technologies started to be developed and mainstreamed into the teaching process at non-linguistic universities. They were both language and speech games. As for the latter, they started with reading aloud and learning by heart simple dialogues. So the students had to learn asking and answering questions, replying to some special statements, as well as expressing dis/agreement, gratitude, enjoyment and other feelings.

 Simple reading and learning dialogues was gradually developed further into performing them in pairs first and then acting out real situations in groups with different social roles of the communication participants. So the first role plays came into the process of teaching foreign languages in the system of higher professional education in Russia.

When role-playing at the lessons, the students act out different social (sellers and buyers, tourists and guides, customs officers etc.), interpersonal (friends, colleagues) and psychological (neutral, positive, negative characters) roles according to the rules of the game and the cards they get as instructions. It

contributes greatly to forming and upgrading their speaking and communicative skills.

Along with role-playing, other gaming technologies were extensively introduced and developed in the system of professional higher education in the USSR, and then Russia, in the latter half of the XX century.

2 Gaming technologies at non-linguistic Universities

Contemporary gaming technologies have been widely exercised at the lessons of foreign languages at non-linguistic universities in Russia since the turn of the XX and XXI centuries when the ideas of competence and interdisciplinary approach started being implemented and developed in Russian education. Their highest forms are larping and business gaming, which are a kind of "bridge" from class-room activities to real life and business situations.

2.1 Larping or edu-lap

Larping is the highest form of role-playing. LARP, which means Life Action Role-playing, is defined by Oxford Dictionary as "a type of role-playing game in which participants physically act out scenarios" (Oxford Dictionary) Interest in live action role-playing as an educational tool (edu-larp) has increased in recent years. Several professional organizations have emerged specializing in edu-larp, including consulting companies, after-school programs, and entire schools devoted to the method (Bowman & Standiford 2015) They research and summarize international attempts in this area and describe this technology in details. E.g., Seekers Unlimited, a nonprofit organization that designs edu-larp experiences for students, gives the following description of the subject (Educade. Created by GameDesk):

Educational Larp (edu-larp) is a form of spontaneous, co-creative, active learning. Edu-larp utilizes interactive experiences embedded within conceptual narratives that inspire students to enjoy and retain their lessons. The unique experience of role-playing enhances student engagement, social skills, interest, and mastery of scholastic subject matter. The urge to enact narratives in a group setting is a

natural expression of human culture, an essential part of ritual activity cross-culturally.

LARP games involve activities, which a student or a group of students dramatize as their real reactions to certain problematic situations (Janowiak & Brzozowska) Edu-larp contributes to and improves many dimensions of student development, this method upgrades them according to five factors: intrinsic motivation, perceived competence, lesson engagement, team work and leadership.

In accordance with teacher's intervention in the activity, role plays can be classified as manageable (when the participants receive all necessary speech prompts alongside with detailed descriptions of their roles and actions during the game), semi-manageable (when the participants receive just general descriptions of their roles and actions during the game) and free (when the participants receive just general description of the situation they are going to act out).

LARP is the highest form of free role-plays. It is the stage that is close to real life to the uttermost and where the participants of communication have to make their own decisions themselves on both development of the subject, language and actions. Edu-larp supposes students' communicative skills to be formed. That is why this technology is often based on some preliminary exercises on social training.

These may be line-up (the students need to line in accordance with some specific factors as quick as possible), rounds (the participants must add a word to the previous so that they finally have a sentence built up by them all), smile (the students must come up to each other smiling and exchange phrases), contacts (they need to come up to each other and start a talk), reflection (everybody needs to imagine what the others think of him/her), respect or gratitude, dis/agreement and many others. All role-playing exercises contribute to the LARP development.

At Russian non-linguistic universities, LARPs are currently widely used at the lessons of foreign languages. We experienced such of them as telephoning, getting through the customs, pre- and after business trip discussions, different business meetings, job interviews etc. Edu-larg games develop mainly social activities imitating and simulating different life situations. In higher education this technology is expended by that of business gaming.

2.2   Business gaming and simulations

The main aim of learning and teaching foreign language for special purposes to future professionals is to form, acquire and develop skills and competence to communicate with foreign partners negotiating business matters and making professional decisions.

Business games and simulations do not only make students act different social roles but also analyse cases and take their own decisions in conditions, which come up for real business to the greatest possible extent.

They integrate foreign language and special professional content and develop special competences of decision makers and business communicators in foreign languages. In their real professional activities, modern specialists have to solve many complicated problems at work that is why it is so important for them to acquire a set of complex skills and competences while at the university. These are business games and simulations that enable future professionals to analyze cases and situations and make decisions in virtual businesses and markets. They are as much as possible close to those in their real professional activities, which are nowadays developed globally and internationally.

This technology originated in the first half of last century from business games used in further education of managerial staff but then it was successfully injected into the system of higher professional schools and has contributed a lot to the development of peculiar personal characteristics and entrepreneurial abilities of future specialists.

The first business game, "Setting a workshop in operation", was elaborated in Russia in 30s of last century at Leningrad institute of engineering and economics under the authority of Maria Beerstein. On 23 June of 1932 it was successfully held for management of Ligovsky typesetter plant (Mikhailushkin 2002)

Some time later however the development of business games was stopped according to the decree of the USSR government that prohibited along with this some other activities and sciences such as genetics and cybernetics.

In 1956, the first American business game was elaborated and used in further educational program within 5 years. At the end of the 60s, Anthony Stafford Beer

proposed virtual business games on management in business and government entity structures in his book "Brain of the Firm". At the same time, Jay Wright Forrester elaborated the grounds of system dynamics that enabled constructing interactive simulations of economic, political and social situations. In this way, business games started being widely used at Western management schools.

In Russia, development of Business gaming and simulating was resumed at the end of the 60s. (Mikhailushkin 2002)

Then, this methodology gradually started to be applied not only in managers' further education but also in the process of training future professionals at non-linguistic universities. In 1988, there was founded Russian Association of Business Gaming and Simulation Designers, and in about the same time period International Simulating and Business Gaming Association (ISAGA) was created, which, since that time, has conducted regular annual international conferences and seminars gathering business gamers from all over the world.

What is a business game and how does it differ from LARP? If the first of them simulates real life context in which students act out different social situations, the latter deals in business issues to solve in different spheres of entrepreneurship and management. It enables people to find decisions to solve them, as well as algorithms to forecast and avoid them successfully in future professional activities.

As a rule, all those involved in a particular business or management situation work in teams to study and then make their decisions.

There are several stages of any business game or simulation:

- At the pre-game stage the participants get acquainted with the goals, objectives and the terms of the business game. They are instructed about the order of the game and may also be divided into teams in that period.

- At the second stage the business game as such is proceeded.

- In addition, at the post-game stage the process and results of the game are analyzed and evaluated.

Accomplishment of all three stages can take several days or even longer.

A special thing of the business game at the second stage is that just before the beginning of the game some new information or details are introduced and the students are put to a new task. It challenges business gamers to continue working in teams, using methods of "brain storming", debates and other technologies.

The final stage of business games is also of great importance. It can be held whether immediately after the game or with an interval of several days. The participants can be given a new task, namely, to prepare justifications of their decisions, analyze the process of the game themselves or formulate their decisions in written.

The first attempts to implement business games in training English for Special Purposes (ESP) were accomplished at Saint Petersburg State University of Engineering and Economics (ENGECON) in the 90s of previous century. At that time, there was conducted the first at this university business game "Firm's Presentation". It was followed with "Commercial Director", designed on the base of "Hollywood Taxi of Bruce Willis" (played in the Russian language), which was worked out for accounting lessons and successfully used in the educational process.

"Commercial Director" was played by a group of second year students who accomplished the course of accounting and, alongside with accounting lectures, were acquiring special terminology as well as reading and discussing authentic texts at the lessons of English.

The main targets of the game were:

- to invoke students' knowledge and skills in Accounting, English and Information Technology acquired by them during the term;

- to instill them skills of team work and making collective professional decisions in conditions of English communication;

- to evaluate and assess their knowledge and skills in both Accounting, English and dealing with application program packages in accounting.

The game was held in the computer lab where the students got a special computer aided task. They had to submit the taken decisions in written and get ready at home for their decisions' oral presentations.

The post-game stage was held at the English lesson where the students were presenting and persisting their decisions, the accounting lecturer analyzed, evaluated and assessed these and the English teacher evaluated and assessed their communicative professional English skills as well as their ethical conduct in business communication.

Interdisciplinary business games hold a unique position in business gaming and simulations. An even more complicated example than above was the game "European Route and Tour Sales" elaborated and held by teachers of 3 disciplines for students of different specializations and members of English Speaking Club. The game was described by us in details in our article "Introducing CLIL at Russian Universities Through Interdisciplinary Approaches" (Zinkevich & Ivanova 2015)

Now, we will turn to another subject, namely that of implementing gaming technologies in training second foreign languages exemplified with German.

3   Implementing gaming technologies in training second foreign languages in the context of German

The position of the German language in the Russian Federation has been stable for about three years. The absolute figures, however, have decreased since the last survey in 2010. (German as a foreign language worldwide: Survey by Goethe-Institute 2015) Nevertheless the number of students learning German as the second foreign language at universities is currently rising.

In the context of gaming technologies one can not say that the process is widely enriched with business games and simulations. Yet language games and role-playing are quite all right to be implemented at the lessons for elementary students.

That is why it is not wonder that, when gaming at German lessons, we start first of all with language games and simple role-plays to be used in the training. One

can find many of them online e.g. very interesting activities were presented by Denis Rochev (Webinar *Meine erste Deutschstunde_*Denis Rochev) He classifies them as language games (Das ABC-Spiel – write a word near every letter – in various options), moving games (*Wo warst du im Sommer? Perfekt im Kreis*)

One more representative of this type is the *game with figures* and numbers when a player takes a card where they can read an interrogative question starting with "How many…?" The player asks the question to the others who try to guess the answer and then he/she reads the right answer.

Another group of his activities is based on associations (It means that e.g. one student must say a word, another one presents the word associated for him/her with the first one, and the third participant must build a phrase with the both words).

Some other games of this activity are called by Denis *Bundeswurmsatz.* Here each new sentence must be started by a new speaker with the last word of the previous. It may look like this: *1. Im Sommer war ich in **Italien**. – 2. **Italien** liegt im Süden. – 3. Im **Süden** sind Sommer immer warm. – 4. **Warmes** Wetter habe ich so gern. – 5. **Gern** besuche ich auch Frankreich.* usw. Tasks on the activity can be modified like *Finden Sie in der Gruppe jemanden, der/die (kein einziges Eis im Sommer gegessen hat)* and, in this case, it will be also a moving game.

It is also a pleasure for students to act pantomimes e.g. such games as *Still Pictures* when a group of students stand still without any movement showing some situation and all others try to guess what/who each of them is.

Many language games, role-plays and LARPs can be found online. The speaking skills section in www.onestopenglish.com e.g. presents many interesting materials in worksheets. Students like LARP "The Wedding Party" where, according to the cards, they act out roles of bride and groom, groom's best man, the maid of honour, friends of family and other guests.

In the semi-conducted role-play "*Wie schmeckt das? Was möchten Sie*" the participants train discussing tastes, choosing food in the menu and ordering it. This game was followed by our LARP "*In a café /restaurant"* Students' home task

was to elaborate and design menus. Then, in the classroom they had to freely "work" as waiters/waitresses, café/restaurant manager, un/satisfied customer or other visitors.

Other LARPs used in the system of higher non-linguistic education in Russia simulate such situations as discussions of business trips, different problems; "entrepreneurial issues" at "business meetings", interviews for getting jobs etc.

To summarize all above one can come to the following conclusion:

Though it experienced different stages of ups and down, gaming technologies are currently successfully implemented and developed in the system of higher non-professional education in Russia.

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New Wine in Old Bottles: Summing up Some Practice of Teaching Russian as a Foreign Language

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Abstract

Alongside with many transformations in the sphere of higher education in Russia in recent years teaching Russian as a foreign language should be seen as a part of the process. Some things in this field changed drastically, some received decorative revision and some remained almost untouched. The contingent of foreign students has modified significantly becoming considerably more varied nowadays. Whereas in late Soviet times almost all of the students were coming to study on government assignment basis, from the late eighties and onward the palette started to become more and more diverse. One of the most appreciable changes is the variety of periods of studying, and students' motivations have broadened out noticeably as well. The methods of teaching Russian as a foreign have not modified radically in recent years, though some appreciable points may be noticed. The balance between the aspects of learning has changed in some ways, and conversation etiquette becomes a more prominent part of teaching. Some of these moments have been represented in up-to-date textbooks of the Russian language for foreigners; nevertheless plenty of changes are still waiting to find a place there.

Keywords: Russian as a foreign language, contingent of students, methods of teaching, conversation etiquette, textbook for foreigners

In the process of choosing the ideas for this publication I realised that it is apparent and has been already defined in the general theme of the International Week of 2016 – it is sharing practice. Having been working in the same institution for more than thirty years now (Saint Petersburg State University of Economics, formerly State University of Economics and Finance), I found it interesting to put together, compare and consider some findings from my teaching practice that seem worth mentioning. I started teaching Russian as a foreign language in the mid-eighties, at the time when this occupation in the USSR was not that common and caused interest mixed with surprise among other people. I can hardly remember absolutely all the countries where my students were from (definitely more than fifty of them), and the groups were mostly small, from one to twelve students in a group (four to six students seems to be the ideal number for me).

Through these years some things in this field transformed drastically, some received decorative revision and some remained almost untouched. Some new wine and some old bottles, a usual case.

The contingent of foreign students has changed significantly from the times of the late USSR becoming considerably more varied nowadays. In the mid-eighties all the foreign students could be divided into two more or less equal parts in terms of quantity: the students from the Eastern Bloc (Central Europe, Cuba, Vietnam) and the students from then so-called "developing" countries, i.e. "socialist-oriented" states of the Third World, "friends of the USSR" (Angola, Ethiopia and a large number of other African states, the Middle East, to a lesser extent other Asian countries and Latin America). Students from Western Europe and North America were very few and sporadic. Some countries from the "socialist camp" were represented more than the others: we taught many students from Czechoslovakia and the German Democratic Republic and much less from Hungary and Poland, even lesser from Yugoslavia. It could depend upon specific agreements between the countries and upon more general matters like changes in the political situation. Oddly enough, I had my first students (and mostly very good ones) from Romania and Mongolia, former socialist countries, only in in the early 2000s. And all through the years I remember the one and only student from Northern Korea, who studied in the late 1980-ies. All of the above is based on my own practice, in other places, for instance, in conservatoire or in military academies, the contingent of students could be more or less different.

In late Soviet period all of the students and post-graduates were coming to study in the USSR on government assignment basis. Whereas the students from Central Europe could study on student exchange basis (regulated by the governmental structures anyway), the higher education for students from Africa, Asia and, to some extent, Latin America was considered to be a helping hand to the countries that had chosen "the socialist way of development" or were pretending to go that way. For many students from these countries (and for students from most of non-European socialist countries like Cuba and Vietnam as well) the education in the USSR, in the city of Leningrad in particular, besides the relatively high level of teaching, future career prospects, scientific and cultural opportunities, gave a chance to live in better conditions in comparison to living

standards in their home countries and afford more in everyday life. Soviet roubles, the only currency we could have in our pockets (and sometimes treated ironically), were a sort of hard currency for those students. Many students and post-graduates came to study in the USSR being assigned by communist parties in their home countries. Among more strange reasons to study could be remembered two students (and then post-graduates) from Iraq who wanted to stay in the USSR and learn Russian as long as possible not to be mobilized to the Iran-Iraq war of 1980-1988.

The changes in students' contingent and status were slow but undoubted. I remember that in 1984 all my colleagues and I as well were eager to teach a very unusual student: he had come from the People's Republic of China (and in recent years at least half of our foreign students are from China). In the late eighties, during Perestroika, the palette started to become more and more diverse. The students from Western countries didn't look exotic anymore; they were coming to study individually and in small groups. So besides "normal" students I taught in different years businessmen from Norway who were involved in new ventures in Russia, a punk from the US whose father wanted his son to settle for a month somewhere, a Mormon from Sweden who had married a Russian woman, a Japanese student whose parents worshiped Dostoevsky so much that she had been given a Russian name, a Dutch restorer of antique clocks who worked in the Hermitage Museum, a millionaire from Brazil who admired the Russian Imperial House therefore wished to learn some Russian, and an English retiree who appeared to want to study Russian language just for fun.

One of the most appreciable changes was the variety of periods of studying. Whereas in mid-eighties almost all of the students studied the Russian language for four consecutive years (plus an academic year in preparatory department beforehand if they had arrived in the USSR without the knowledge of Russian) having a fixed amount of lessons of Russian approved in educational plans on governmental level, the students who came in the nineties and onward had very different statuses: alongside with full-time students (mostly from the People's Republic of China, Vietnam and some African countries) we teach groups and individuals whose terms of study (and the period of living in Russia) vary from

one week to a semester or two. The intensity of classes varies significantly as well, from two to twenty hours per week.

The students' motivations have broadened out noticeably. While full-time students always had and still have their Russian language lessons as integral (and obligatory) part of their officially approved educational program, short-term and exchange students come to study on a different basis. Most of them just follow the teacher's plan but some come to class with more or less structured list of ideas concerning the aspects of studying, topics to be discussed and even the methods of teaching. Some need business Russian, some are deeply interested in Russian grammar or Russian literature, and many students want to converse as much as possible. And, alas, there are always a couple of students who need nothing but the certificate. Most of the students nowadays study Russian as a second foreign language which on the one hand makes many things easier, especially on beginners' level, but on the other hand it adds an extra dimension to the process of teaching and presupposes the knowledge of at least basic English by the teacher (which doesn't go without saying among the teachers of Russian for foreigners even now). In recent years many of our short-term students have had all their classes in English, and it limits the motivation to study the Russian language in some ways.

From the early 2000-s onwards a rather special type of foreign students appeared: "Russian Germans". Most of them in their late teens, they were born in the former Soviet republics (mostly in Kazakhstan that their grandparents were banished to in the times of World War II) in the families of Germans whose ancestors had settled in Russia in XIX or even XVIII century. The families, usually Germans only by the name in the passport, repatriated to Germany, mostly in the 1990-ies.The mother tongue of these students is usually Russian, but they grew up and studied in Germany. Absolutely bilingual when they speak, they usually have serious difficulties in reading in Russian and most of them have no practice of writing in Russian at all so their spelling simply imitates what they hear. Teaching these students is usually a rather fruitful and rewarding process though it is not very easy to group them with the other students. "Russian Finns" have the same specifics but they are much more sporadic.

All in all the contingent of foreign students becomes more and more homogeneous and more diverse at the same time in recent years. There is no surprise when Bulgarians are sent from a German university, a Bosnian comes from university in Vienna, a Chinese and a Malaysian are found in a group from Japan and there is an Iranian student in a group from Finland. This doesn't mean that basic distinctive characteristics of certain national specificities have faded away altogether but they seem less and less prominent, at least on the surface. Water is under the bridge when, for instance, the students from the People's Republic of China study with students from Vietnam, Japan or Taiwan. Not all of the combinations would work fine though, and we have never experimented with putting the students from Iraq and the USA or India and Pakistan in the same group. We also try to avoid the inclusion of a sole student in a group of students with a dissimilar culture: it is difficult for a student from China to reveal his or her potential in a group of Europeans, and a student from Vietnam may get lost in an otherwise African group. The fact that almost all students speak English nowadays (at least on the basic level) helps students from different parts of the world to communicate effectively (even students from close countries like Poland and Czech use English to speak to each other) and it simplifies the formation of the groups when new students arrive.

The methods of teaching Russian as a foreign language hasn't modified drastically in recent years, nevertheless some appreciable points may be noticed. The balance between the aspects of learning has changed in a way. While phonetics and grammar retain their position, the role of conversation becomes more prominent, and reading and writing partly mutate adding some extra dimensions and losing some others. One of the more important sides of learning is training different types and ways of intonation, the aspect that usually deserves much more attention than it is paid in textbooks and formal educational plans. Correcting the intonation is an integral part of teaching Russian in classroom, most of is absolutely spontaneous, and it is funny for me sometimes to find myself physically "conducting" a dialog or reading. The students find more and more sources to grasp and to practice their Russian including social networks such as VKontakte and the Russian segment of Facebook. This leads to broadening their knowledge of the language but also to being overloaded with slang words and expressions which they are unable to critically filter. The students may use a sort

of mix of slang with literary language without noticing it, and this hodgepodge of styles is to be discussed and corrected during the class. Students' attitude to text has changed as well: they consider texts more as "text files" than "literary texts", and when they say "writing" they mostly mean "typing", not "handwriting". In fact, reading a newspaper or a hard copy of a magazine in Russian, a process that seems partly outdated sometimes, may be replaced by reading articles or other texts from the Internet, but work with a literary text and writing a composition or rendering some text in written form (especially in groups of non-linguists, who have even lesser practice in this field) remain to be indispensable parts of the process of teaching the language. The use of the Internet, not the least of the new implements in today's learning, deserves special and detailed analysis. Very important as it is, this side of teaching Russian for foreigners heavily depends upon technical facilities (which often leave much to be desired) and upon expertise of the teaching stuff as well.

One more component of learning the Russian language, the one that changes at every turn and therefore must always be the focus of attention, is the Russian conversation etiquette. In recent years it has become significantly more flexible and less compulsory and formalized than in late Soviet times but on the other hand it becomes much more varied and stratified, which doesn't make things easier. While the balance between the use of two forms of address ("*ты*" and "*вы*") remains almost untouched in post-Soviet Russian language (though the use of chummy "*ты*" is becoming more frequent, in the language of social networks in particular), the lack of a universal word of addressing a person (like "*sir*", "*señor*" or "*monsieur*" in other languages) leads to confusion with the use of such words as "*молодой человек*", "*девушка*", "*мужчина*" and "*женщина*". The latter two, being extremely rude as an address to a stranger (literally meaning "*man*" and "*woman*"), are unfortunately heard too often in today's speech on the streets. The foreign students sometimes use these forms of address, as well as they call the teacher "*преподаватель*", "*профессор*" (i.e. "*teacher*", "*professor*", a standard way of address in Chinese or in German, but impossible in Russian). The changes may be noticed in the use of patronymics. Still obligatory in formal speech, they are less frequently used in the sphere of business communication and are almost always omitted in the language of today's mass media. The foreign students (having pronunciation difficulties with long patronymics and

usually considering them unnecessary) mostly don't use the combination of a given name and patronymic addressing their teachers and it usually sounds abnormal. Some aspects in the Russian conversation etiquette look unobvious and difficult-to-explain, for example it is not customary to say "*здравствуйте*" to the same person more than once per day. Various extralinguistic realities are also to be paid attention to at the lessons with foreigners. For instance the optimal distance to a person you are talking with (so-called interpersonal and social zones of communication) in Russia is usually shorter than in North America and Scandinavia but definitely greater than among Arabs or the Chinese. The meaning of habitual gestures and the role of a smile in Russia is to be commented as well. And most of my students are surprised to know that Russians present only an odd number of flowers, leaving an even number for commemorating the dead.

Some of these aspects have been represented in up-to-date textbooks of the Russian language for foreigners; nevertheless plenty of changes are still waiting to find a place there. A textbook is still the main instrument of teaching foreigners in Russia and is considered to be a must at elementary level. On advanced levels the material may be much more varied being taken from different sources according to preferable aspect of learning and students are able to reconsider the content if is there is a need. Many of the newer textbooks of the Russian language for foreign students, especially meant for short-term students, emphasize the communicative aspect in learning and therefore are generally conformed to the here and now, but most of the basic textbooks (and grammar books particularly) were published for the first time several decades ago and have been revised, revamped and reprinted many times since. They proved to be effective through many years and we use them feeling comfortable with familiar material and not noticing sometimes that it partly conflicts with the present day's life. It should be said that all through these years such textbooks have amassed quite a few anachronisms, realities of the bygone Soviet era and situations that look unnatural in today's life. Technical progress and computer technologies in particular find only modest reflection in most of the textbooks, and some dialogs and texts look strange and impracticable due to, for example, the growing prevalence of mobile communication nowadays. The illustrations are mostly not revised at all so you may find rotary dial telephones, transistor radios and

outdated clothes. Usually things like these cause more smiles than problems, nevertheless some difficulties may occur with attributing products (like milk or juice) if they are shown in packages not produced since Soviet times. The prices of goods and service in roubles may also vary significantly since the material may have been revised some time ago. Not to slow the process of learning down, the teacher has to critically analyze and probably change or even omit some of the material (see more: Shulgin 2014)

Teaching the Russian language to foreigners taken as a special subject appears to be a multilayered and ambivalent process. Short-run in terms of history as it is, it has its traditions, authorities, achievements and flaws. Today's procedure of teaching sometimes takes us to late Soviet times, with students yawning while learning the rules, sometimes it is up-to-date and top-notch. Putting new wine in old bottles indeed. And vice versa sometimes, old wine in new bottles, some of it deserving to be rebottled and served with respect and some waiting to be safely put on a memorial shelf.

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The Importance of Books

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Abstract

The article approaches the experience of using different types of textbooks in the teaching process of teaching Swedish language at a university in Russia. Different types of books are effective in different contexts and situations, which makes it impossible to choose only one book and exciting to try to find the best combination of books for the specific reasons.

Keywords: teaching languages, textbooks, grammar

I have been teaching Swedish for Russian students of different ages and different backgrounds for more than 15 years. During this time I have used a lot of different text books and exercise books and other materials, but I've never managed to choose only one book that I would use throughout the whole semester at least, I never can stick to only one book, one is never enough. I suspect that using one book would make my professional life easier and simpler in some aspects but no single textbook can be sufficient for my needs as it is.

As a basis for the grammar learning I use a Russian textbook that is simply called Textbook of Swedish, whose authors are Sara S. Maslova-Lashanskaya and Natalia N. Tolstaya. Frankly speaking, it's old and quite boring, doesn't have pictures at all, and its latest editions are poorly published. So why use it then? Firstly, it's an homage to Natalia Tolstaya, my late university professor, who had taught me so much and whom I remember with huge respect. Secondly, the book has a very good grammar structure. The way and the order in which the Swedish grammar is presented turns out to be very suitable for the Russian-speaking students who are used to a certain way of treating grammar rules from school. There is a thing that surprises me in almost all the Swedish-published textbooks and it is how the grammar is presented – I don't usually see the logic in it, for example, when all the tenses occur on the same page and the way they are constructed is not explained in details. I see it as a confusing thing when you get to much information at once and without clear grammatical instructions. I can see

the idea behind it, which is to give students all the means of expressing different actions in different times at once and not loading them with too much grammar, but my Russian schooling doesn't allow me to relax and take it as it is, I need explanations, I need structure, I need rules!

The contrary problem of many Swedish textbooks is that some of the rules that students would need on quite an early stage of learning only appear in the later parts of the book. So you see, my basic problem with may Swedish books is the order in which the grammar material is given.

Unlike textbooks Swedish exercise books provide us with very clear explanations of all the grammar cases and with vivid and reality-connected examples for every rule and with a lot of effective repetitive exercises that allow the material to settle down properly in students' heads. Exercise books like Form I Fokus are a real friend in need!

One grammar part that is always much better presented in Swedish books than in Russian ones is the difference between and the usage of preteritum (Past Simple) and perfektum (Present Perfect) tenses, which is simply explained by the fact that there are no such tenses in Russian and thus it often is difficult for the Russian speakers to grasp this difference.

All the other textbooks that I use except for the previously mentioned Textbook of Swedish are Swedish-published. I have also one Finnish textbook focusing on Swedish in business and professional life but I haven't found a proper place for it in the schedule yet.

I use a lot a book published by the Swedish Institute called Svenska Utifrån. It's good for our purposes because it is aimed to the students residing outside Sweden unlike many other books that are composed specially for those who learn Swedish in Sweden. The big difference is always how the realia are presented . The books aimed to immigrants in Sweden usually give more specific details about the reality in Sweden and tasks like calling some municipal service of finding out something about the local circumstances of the municipality where the student lives. Such tasks and details are surely very useful for the immigrants learning Swedish in Sweden, needing everyday life practice and having all the opportunities to apply the tasks in real life, but this type of tasks is not so useful

if you learn Swedish in another country and don't have the opportunity to practice your skills in a real everyday life situation. In the latter case tasks like this may be even irritating because you have to skip them and this leaves you in a slight state of dissatisfaction. The book named +46 is of this type – it has very good situational exercises where students have to choose a solution for a problematic situation and motivate their choice but we always have to skip some parts of the books because we simply cannot apply them and cannot refer to them because of the different life situation.

The three-part series of books called På Svenska is one of my favorites right now, and I think its big advantage is that it has some main characters that in some way or another appear in all the parts and make the studying situation more to life and vivid and also serve as a link between different parts of series. I also love the illustrations and the dialogues and the characters of the people in the book and the development of the topics.

Another favourite is a textbook called Svenssons, that presents the life of an ordinary Swedish family with mom, dad and three kids, their way through the seasons of the year with its typical holidays and highlights and through life with its ups and downs. This classical family principle usually works out well with every audience because family and its problems is something that we all can relate to and it gives a lot of space for simple discussions and comparisons. The only problem of this book is that it is too old now and some of the realia is not relevant anymore. I wish they would make a newer version of it but I guess it's not possible anymore because the concept of an "ordinary" family in Sweden has got so many complications lately that it wouldn't be possible to have all the shades of it in one simple book.

Swedish textbooks are important because they show Swedish reality (even if in a somewhat idealised form) and give space for discussions on beginners level when students are not yet bale to read about the real reality in newspapers in Swedish and get the information about the Swedish society and culture directly. Swedish textbooks raise questions and implicitly expose cultural differences. For example, in one of the first parts of +46 about how and where people live, we find specific Swedish terms bostadsrätt and hyresrätt that need explaining and commenting and that give space for comparison with Russian types of housing

and for making a remark on importance of understanding and minding cultural differences.

Swedish textbooks are also full of text about things or people that show us clearly what and who the Swedes are proud of and what concepts and phenomenon from their lives and experiences that want to promote in the world. And that, of course, is a very valuable knowledge for understanding who the Swedes are and how function and interact which we need for learning the language properly because language is nothing without its culture and vice versa.

Swedish books put students into a language landscape a cultural context but the Russian book that we use uses the familiar grammar logics and is an evergreen classic in spite of its old-fashioned texts. So, we see that it's very important to combine different styles and approaches, to have a wide variety and to create diversity to appeal to different types of students and that is exactly why I always use books, not a book.

Motivational strategies for learning activity

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Abstract

The article focuses on sharing experience of how to develop skills and knowledge essential to improving the learners' skills. It deals with the professional practices in motivating students, and improving the classroom environment of 21st century. The author suggests some practices that might be considered when planning the professional development and explains their importance. The article reviews practical strategies and contains a range of ideas that can be used to help train reading and writing skills. The several types of exercises: questions on texts, comments requested on some contents of the texts, vocabulary building, multiple choice exercises, role-plays, and debates are described. Classroom atmosphere and the learner training are shown as the essence of successful teaching.

Keywords: motivation, technology, writing skills, strategy, improvement, challenge, blended learning

I am going to write about learner motivation and tell you about strategies for keeping learners engaged so that the teacher could maximize their learning and make teaching even more rewarding and trouble free. How can we manage learners and keep them motivated and excited about learning English?

There are some motivational strategies that I would like to mention and that would be helpful.

Classroom environment

● Learn and use students' names.
● Make eye contact with everyone and smile regularly.
●Respond to your students naturally and use humor where appropriate.

Materials

● Choose materials which match learners' needs and are pitched at the right level of challenge.
● Include pictures and diagrams on worksheets.
● Avoid overloading worksheets with too much text.
● Give learners a choice of activities.

●Technology is essential to English language teaching (overhead projector, Internet connection, computers or laptops for learners)

The teacher should always ask some questions: How will the technical resources help me to achieve my lesson aim? How does it fit in with the course or lesson aim or topic? What does it add to the resources I already have? How long will it take? Is it suitable for my learner's age, interests, level? How long will it take to prepare? These questions and criteria should be used when selecting resources. Maybe the technical resources will change the pace of your lesson, be useful for further language practice, or add a fun element to a dry lesson topic. Be careful not to replicate the material you already have. As well as the amount of lesson time the resource needs, if your learners are not familiar with this kind of resource or activity, consider how much of your lesson you will need to spend explaining or demonstrating. The reason for employing a blended approach to learning a foreign language is improved learning effectiveness. We employ a blended learning approach at tertiary level to provide a competitive edge in a global market. The technological tools appear to be justified in teaching English for academic purposes; they help students develop effective online reading and research skills. Students receive course credit for their work in the Online Reading and Research project, based on the topic proposed and the summary evaluation posts. This contributes to the motivation to work online, and online collaboration. When choosing the technology to support my course I am guided by the consideration of matching my students 'present and future needs with the ease of access to the materials, and the positive attitude of the students towards blended learning.

Learner participation

- Elicit language and ideas from students.
- Provide a balance between teacher talking time and student talking time.
- Provide plenty of opportunities to practice language.

Different strokes for different folks!

As we can see, everyone has their own preferences for the way they learn languages. These are sometimes called learning styles.

● Some of us like to have visual support and we relate well to pictures and diagrams.

• Some of us like to see words written down before we can commit them to memory, while others respond more positively to activities which involve listening.

• Acting language out physically, for example, with role plays or mime can help some of us memorize new words and expressions.

• Interactive and collaborative activities can be motivating for some, whereas others prefer to work individually on tasks.

• Some teachers find that team games and competitions work well for some groups of learners, and more serious progress tests for others.

•Some learners prefer to work out rules and patterns for themselves, whereas others need a lot more support.

One of the ways to keep learners motivated and to respond to different learning styles in the classroom is to provide variety in the types of activities we choose for lessons.. For example, a survey to find out learners' interests, an article or a story which you think would help students with their reading skills, or a particularly interesting topic for a class debate might be helpful.

Writing skills improvement

Students need to write more in order to improve their writing. Teachers know this, but are often reluctant to give writing assignments because responding to student writing is such a time-consuming and onerous task. Furthermore, as researchers such as Brenda Heintbrecht and John   Truscott report, the wrong feedback can have a devastating effect on the students' motivation and skills. Yet, it is possible to respond   to student writing in ways that benefit the students without placing more demands on exhausted overworked teachers.

The underlying principle of the strategies outlined here is that, even if the students receive no written feedback at all on their writing-that is their papers are returned are returned   without any written comments or grades, their writing will still improve for the following reasons.

–Practicing a skill is essential to improving that skill.

–The writing classroom provides ongoing instruction in the form of lectures, models and exercises.

–Not providing written feedback on the students' work can foster an increase in their taking responsibility for their own learning, as well as encouraging them to develop a more analytic attitude towards their own writing.

–Not giving written feedback eliminates the possibility of a teacher inadvertently damaging the students' developing confidence and ability.

My strategies

In the writing courses I teach, the students are required to write between 300 and 1,000 words every week. Due dates are firm; on those dated the students hand in their writing and receive a check mark for having completed the assignment. I take the papers home and read them, a task that has become a genuine pleasure now that I have allowed myself the luxury of reading for understanding, communication and even entertainment.

In the following lesson, I return the papers to the students. The focus of the lesson and the exercises we carry out are based on the students' writing. I will have made notes of some common errors in their writing, and review these with the class as a group, leaving it to the students to check their own work for these errors, thereby avoiding the damage that personal, direct criticism causes. I also introduce skills, such as sentence combining, using connectors and dialogue writing to enrich their compositions, and I analyze examples of writing in class to increase the students' ability to evaluate and criticize their own work.

My suggestions

When teachers have more time, thay can bend the 'no written feedback' rule to include one or more of the following practices:

1. Share well-written sections of student writing with the class. Set aside a few papers in which some particularly well-turned phrase, description or image caught your eye or imagination. Back in class, read aloud these excerpts (edited for grammatical and lexical errors to avoid embarrassing the writer) so that all the students can share your admiration and attempt something better the next time they write.

2. Target one particular feature on which to comment. At the end of the lesson in which the students practiced using vivid verbs, for example, you could ask the students to pay particular attention to the verbs in their weekly writing. Then,

when reading the assignments the following week, you can write one specific , descriptive comment per paper about that feature-e.g. *Writing 'hobble' instead of 'walk 'painted a clear picture in my mind*-thereby letting the students know how a specific, repeatable technique affected their reader.

3. Use feedback from other readers. Peer feedback and self-critique are both readily available to writers, even when teachers are not. Though requiring instruction and practice, these are worthwhile habits to develop in your classes.

The bottom line is that students need to write more, and teachers need to save their energy for what matters most. By adopting the a minimalists approach to feedback, teachers can provide their students with what has been proven to work best to improve   writing –more writing – without becoming exhausted and resentful in the process. Moreover, the practices outlined here will not only lighten a teacher's load, they will impart valuable messages to the students about their writing, their learning processes and their autonomy. In short, there are a lot of very interesting practices that are likely to motivate students. There are a lot of new methodological ideas that make the author believe that teaching is a wonderful challenge.

Teaching reading skills

The teacher's task is to push the learner that one step at a time beyond where he is now. To do this, the teacher provides scaffolding to support the student. Scaffolding is a process, which is focused on enabling students to develop, move to the 'next step 'level. We can achieve that by using some hints:

- encouraging: urging students to have a try, praising them for what they get right, not blaming them for what they get wrong;
- prompting: helping students complete the original task by giving cues, asking easier questions, setting supplementary tasks;
- probing: finding out why a student has given a particular answer; so that if need be you can help him to see where he went wrong;
- modelling: demonstrating appropriate ways of doing things;
- clarifying: giving examples, explain

Reading is improved only through practice. A great many words are learnt from reading. It is important to increase the amount of reading. The time to read long books, or those that deserve to be read with care, is after the students have

become fluent readers. A good idea is to teach learners to skip difficulties at first and not to use dictionaries too often. The best way to motivate students to read is to find books they enjoy, it is impossible to reach good speed if the material is difficult or dull. The point is that in order to get to the higher stage and to be able to read more challenging material the students should have a great deal of practice on reading easy and interesting texts. The two approaches to reading are described as intensive and extensive reading. The aim of intensive reading is to arrive at an understanding, not only at what the text means, but at how the meaning is produced. In a skills-based lesson, within intensive reading, the intention is focused on a particular skill eg inference from context. We should pay attention to extensive as well as intensive reading. But class time is always in short supply and the amount of reading needed to achieve fluency is great. So we need to promote reading out of class. We learn a lot by reading and this can provide the slogan: The best way to improve your language is to go and live among its speakers. The next best way is to read extensively in it. The students should be given a specific purpose, not merely told to read more and make notes. They can be asked to find certain information, trace an argument, and so on. A good rule of thumb, when deciding how to use a text, is to consider first the sort of things a target reader is likely to do with it. Drama can be used to exploit suitable texts in ways that go far beyond the extemporizing of dialogue. For students learning to interpret text, the value is in the preparation, not the performance. Role-plays can be used when you want to focus on points of view rather than characters. For example, an article about teenagers in conflict with parents could be prepared for by asking students to act out relevant situations in the roles of teenagers and their parents, two parents with different attitude, and so on. Cultural differences could be explored by using roles from different cultures, perhaps asking students to do some research in order to present the views of people from elsewhere. Any text that involves analysis of actions or discussion of different points of view can be brought alive by means of role-play in which students represent the people involved in the actions described. It is possible to arrange debates based on texts. However, debate usually might be used to make the discussion going; students are free to put forward their opinions and arguments based on the content of the text. In fact, it is possible to organize debates and to focus students on the topic before reading the text, so that they bring ideas, understanding, and sympathy to their interpretation of the text.

The testing of reading

It is important to teach rather than to test reading. Many textbooks contain exercises that resemble tests (e.g. cloze, multiple choice questions).When we test students get little or no support from the teacher. Second, many tests are designed to discriminate, whereas teaching is intended to lead to successful learning for everyone. Tests often have consequences that teaching activities do not. There are probably four main reasons why a teacher might give a reading test: placement into reading class; diagnosis of students' reading needs or weaknesses; assessment of students' progress over a period of time; assessment of the achievement at the end of the course. One other reason why reading tests might be given to students is to measure their proficiency in reading. Test content should be affected by test purpose. What one tests is crucially affected by what one is teaching.

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Formation of ecological consciousness as a part of the ecological education of students

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Abstract

At this period of global ecological crisis, ecological education has reached high level of importance. In this article author observes formation of ecological consciousness as a part of ecological education of students which is very important for the future of our planet.

Keywords: ecological education, environmental training, ecological culture, the formation of a scientific world outlook of students.

1   Introduction

Currently, concerns of the global civilization regarding global environmental crisis are the indicators of the priority of environmental education in the development of general education. Environmental education as an element of the system of education is aimed at all-round development of the student, its formation as a worker, a citizen, a reasonable consumer. The problem of environmental education is, first of all, the problem of formation of scientific ideology of students, as it is the core of consciousness, it gives the unity to the spiritual appearance of man and equips him with the socially important and environmentally approved principles of approach to the environment. A person, capable of ecological culture, is aware of the general laws of nature and society, realizes that the history of society is a consequence of the history of nature and nature is a fundamental principle of human formation and existence. Under these conditions, the environmental education gains special significance, being aimed at the formation of responsible attitude to the environment.

Environmental education and training are aimed to form environmental awareness for each student by developing personal responsibility for the environment, by gaining a deep inner conviction of the need to improve and optimize their interaction with nature and by ensuring the culture of life. On this basis, the environmental education and training of students have the following

objectives: dissemination of environmental knowledge and skills, instillation of consciousness of students to involve the improvement of environment in each decision, educating each student to be willing to participate in continuous improvement of the environment and quality of life, informing and involving students themselves to obtain information about the state of the air, water and soil in the areas of residence. The formation of such social behavior and ecological culture of students is conducted through environmental education and knowledge on ecology aimed at the assimilation of environmental requirements and standards, development of their environmental beliefs on that basis, that they will be applying in their daily reality. Environmental awareness in the minds of students is conducting environmental knowledge and requirements that are necessary for the life on earth.

2 System of Ecological Education

Environmental education of students includes both familiarizing students with the nature and the general fundamentals of its protection and necessary and in-depth study of natural sciences, chemistry, biology, physics, revealing the interaction of nature and society. Non-formal education, carried out through radio, television, print, internet and others, holds a great place in the environmental education of students. In light of this, environmental education and the organization of an environmentally beneficial social activities by students is a necessity today.

Environmental education of students is one of the priorities of the entire system of educational work in our Republic. In practical work to radically improve environmental education and awareness and respect for nature, we proceeded from the fact that a radical change in environmental performance can be achieved only when it is imbued with concern of every citizen of our Republic. The process of natural biological cycle lacks interdisciplinary communication, technical tools for environmental protection and sufficient information about the actual state of particular villages, districts, cities.

In this regard, the need to establish a system of continuous education and training of students becomes the most important. Ecological education is intended to generate environmental awareness of students. Ecological consciousness determines the behavior of a student, his actions and forms ecological culture in

general. Practical work on environmental education is carried out in schools of Baku. The process of ecological education in schools takes place more effectively, given the influence of all the factors of modern society, because particularly in these conditions, students are formed as a person. We have used methods such as systematic and long-term observations in natural conditions, individual and group discussions, questionnaires, the purpose of which was to clarify the environmental knowledge and understanding of students.

In order to do so, we organized an environmental lecture, which introduced basic environmental concepts and terms (protection of nature, environment, ecology, natural resources, environmental protection, environmental management, environmental monitoring, ecological system, the ecological balance of the environment, environmental quality indicators) to the students. The main tool in the formation of ecological consciousness is the word. The word encourages to reflect and analyze the surrounding ecological situation, leads students to recognize their place in the present and future of our country, allows to put certain goals for self perfection, promotes positive motivation of environmental problems. The child's mind must be reached by a word to convey the knowledge that reveals the social and personal significance of environmental problems.

So, one of the main methods of education is an example. Teens are characterized by the search of the ideal role model, are interested in unselfishness, striving to serve to the motherland, so an excellent example for them is the life and work of an outstanding scientist and ecologist, founder of the theoretical and practical ecology in our Republic the academician Hasan Aliyev Alireza oglu. In auditorium students learn not only the life and work of academician, but also his environmental studies, his ideas of conservation of natural resources and the natural balance of Azerbaijan. We have organized tours to the places related to his memory, visited the house-museum where he lived, worked and created. Research in the field of education of students discovered an important law that determines a technique of its organization: the process of educating achieves the greatest effect is when the objective becomes significant, desirable, necessary and brings satisfaction to each and every. This law follows a number of important requirements for environmental education. Environmental goal set for the operation of environmental non-governmental organization, must be objectively

useful not only for society, macro and micro collectives in general, but also for each member of the team, as a work should be required to bring satisfaction. Unfavorable psychological climate among the participants of this activity causes irritation, resentment, desire not to participate in the activities, creates a negative experience of shifting the work and responsibility to others. In the process, big attention should be paid to the children to consolidate diverse experience gained during the operation. At the same time, often adjustment of the relationship between team members is needed. For this purpose, use of such methods of education as pedagogical requirement, which has not only regulatory, catalytic but also sometimes inhibiting role is essential.

One of the important methods of motivating students to environmental performance is public opinion. Expressing assessment, judgments and demands, public opinion often acts as an evaluation of the actions of a specific person or group of people. Public opinion is expressed at official events and in person, it may be carried out at the meetings of youth NGOs, during environmental work, etc. Interest in the general environmental success and environmental commitment to implement meaningful goals and objectives give rise to intense communication of youth groups, during which norms of ecological and moral precepts are produced and recognized. During environmentally beneficial activities, students are developing convictions of what and how to do in order to feasibly make the world cleaner and better. It has a very positive effect on the course of environmental public works and collective analysis of these works. These environmental beliefs and orientation are required in the organization of environmentally useful public activity of students. One of the areas of environmental education of students was acquaintance with the rights and duties of citizens of our Republic in the field of environmental protection. Each student can participate in the public events relating to the environment, put forward proposals on the social or school review of environment, push demand for the elimination of objects that have a negative impact on the environment.

Management of environmental education and training of students differs with its social character of the complex combination of activities as it is carried across the Republic. It involves forecasting, planning, decision making, control over the execution, regulation of environmental activities and conclusions. Environmental

education should be based on the objective laws of nature and society. Finally, environmental education should have a clear structure and system activity.

The development of environmental beliefs of students that govern their behavior, plays great importance in environmental education. Environmental conviction is a tough look at the system of environmental regulations and requirements, recognition and experience of their sincerity and necessity for society. "If a person takes these or other standards of behavior, but dispassionately relates to its implementation, it means that he is only superficially, formally accepted them and the expressed public attitude was not his personal attitude. Public relations takes as personal are emotionally experienced."(S. Rubinstein" Fundamentals of General Psychology ", M., ed." Uchpedgiz "1946, p.81).

 However, environmental knowledge acquires personal character and becomes convictions only if it is consciously assimilated and organized into beneficial environmental performance. With this fundamental importance in mind, a great job of ecological education of senior students played a "high school movement for environmental cleanliness", which was organized in the school. To this end, we held a conference which adopted the Statute of the environmental school organization. In the Statute purpose, responsibilities, activities, membership and the governing body were defined. The main goal of the environmental movement is to fight for the purity of the class, school, district, environmental protection, landscaping of streets, creating a healthy environment and an atmosphere of interest in environmentally healthy lifestyle. Every student who participates in the organization of ecological purity, which protects the flora and fauna and is involved in the creation of environmental groups, teams and micro collectives can become a member of the environmental movement. "The movement of high school students for environmental cleanliness" engages in planting greenery in classrooms, school, district, kindergartens and other school facilities, holds regular environmental raids for a cleaner environment, participates in rescue operations in case of gross violations of the ecology, conducts lectures, discussions, debates, seminars, evening and morning events, tours of the Environment and Health, organizes meetings and pickets in case of damages to the environment or the destruction of flora or fauna for bringing these issues to the public. Environmental measures of students also include protection of water

bodies and air from contamination, protecting green space and birds' nests from destruction. Ecological Movement of students holds annual, semi-annual, quarterly and monthly contest of environmental works.

A positive role in strengthening the environmental education of students is conducted by organizing and preparing public advocates of environmental knowledge, landscapers, public inspectors for nature protection. It is important to teach students to love and protect nature, to assess its condition, to promote ecological knowledge not only among their peers but also among adults and younger students. Students should be trained to take part in socially useful activities for the protection of nature and shaping this activity. Ecological education includes awareness of the students multifaceted value of nature as a source to meet the diverse needs of the entire society and each person separately. This concerns, first and foremost, material and practical needs, as well as cognitive and aesthetic.

Even in the ancient East nature was taken a very good care of: in ancient Sumer and ancient Babylon laws for the protection of nature were issued; every human life was seen in close psychological, biological and spiritual connection with nature. In Azerbaijan, in ancient times, it was firmly believed that the one who hurt the tree, or kills the bird, will be unhappy. Respect for nature is preserved also in Azerbaijani folk beliefs. People say that pomegranate, apple and pear are the desire trees of all. The one who grows it will fulfil his desire. Dogwood, poplar, fig trees are considered sacred and can not be cut down or burnt. The one who hunts a lot of extra fowl, will not have abundance his family. Therefore, a large place in the environmental performance of students is dedicated to the work of young naturalists, taking care for animals in "living corners."

Resource depletion and environmental pollution lead to the alienation of man from the environment. It is necessary to change not only the structure and quality of modern production technologies, the priorities of the economy, but also to change the value attitude towards nature, to defend nature as the highest value and proceed from this in all directions, not only economic and social development, but above all in the education of students. It is no accident that the scientists believe that modern era is the time of formation and development of information and ecological society. And this society requires environmentally literate people,

and it is primarily assumes knowledge of existing and applicable laws, aimed at environmental protection of human and nature. Students got acquainted with the law "On Environmental Protection" adopted in the country, which defines the legal, economic and social framework for the protection of the environment, the aim of which is to ensure environmental safety for the protection of the ecological balance of the environment, elimination of the harmful effects of economic and other activities on the natural ecosystems, the conservation of biological diversity and the rational organization of natural resources. This law regulates the relationship of nature and society in order to strengthen the rule of law and legal regulations in the field of improving the quality of the environment, sustainable use and restoration of natural resources and the protection of the environment.

We have included the study of a number of laws to ensure the well-being of the ecology in the territory of our Republic in the system of ecological education of students. Among these are "Law of the Azerbaijan Republic on the protection of public health", the "Law of the Azerbaijan Republic on the radiation safety of the population" and "Forest Code of the Azerbaijan Republic".

In classical pedagogy the provisions of the content of scientific knowledge about the nature and methods of its disclosure, the formation of the ideology in the process of cognition of nature, the moral and aesthetic development of the person under the influence of nature, the identity, location and value of communication with nature in its education system were substantiated and developed. The pedagogical value of strengthening the humane feelings by means of nature was emphasized by the great teachers such as Jean Jacques Rousseau, Johann Heinrich Pestalozzi, John Amos Comenius, Leo Tolstoy, Mir Mohsen Navvab, Gasanbek Zardabi and others.

The relation of a man to the nature is shown through his respect for the environment and the attitude to himself as its integral part. The feeling of nature, developed and brought up in a person and associated with the care of her, is at the same time a method of communication between people. Feeling himself as a part of nature, and often as a perfect part, the person learns to use it to cognize himself and the people around him. In order to understand this need, first of all, you need to learn its laws and the laws of nature. Nature is an inexhaustible source of beauty. Moral and aesthetic attitude towards nature is enriched by its

reflection in images of art and literature, which are actively presented to students in the disciplines of a humanitarian cycle. Separation of the aesthetic and environmental education is extremely difficult, and unnecessary. Truly humane feelings develop as an extension of the relationship that a man establishes between himself and the nature. Direct contact with nature and combination of correct behavior in the nature, work, social care and beautification of the environment are especially significant.

Organized school activities for nature protection are subject to understanding of aesthetic value of natural phenomena. Students in their activities should seek to build an effective system of environmentally useful things. The awareness of the students that they are parties in the necessary environmentally useful work has a great educational value. We organized clubs of zoologists, botanists, naturalists, and students themselves become leaders of such clubs. The scope of work includes the study of nature, flora and fauna in their place of residence and surrounding areas, identifying the most necessary work to provide emergency assistance, conducting of feeding the animals. The most common form of environmental education are environmental clubs or Friends of Nature clubs. Club activities include a large and diverse work for the protection of nature. This is the way students' social aspirations acquire individual character in search of ways of life, their own forms of social approval. In the process of environmental activities independence is shown, independent thinking and, above all, self-setting environmental objectives are encouraged.

Such environmental simulation games as "environmentally unfriendly place in our neighborhood", "define the pollution of air and water for yourself," "Accounting and control of trees in the school attached to the territory", "green school and kindergarten" and others can be used. Environmental focus of communication in the process of ecological performance makes it possible to complement, broaden and deepen existing knowledge, to implement a tendency in the elective classes, scientific societies, competitions and Olympiads. Understanding the multi-value of nature as a source of material and spiritual forces of society, development of the need to communicate with the nature, the perception of its ennobling influence in accordance with our moral values, the pursuit of knowledge of the real world in

unity with the moral and aesthetic experiences: all this, after all, determine the future relationship with the environment.

3 Conclusion

The natural environment and nature become effective means of education in case that the teacher purposefully engages students in certain activities for its improvement. Students are trained to manage and protect the objects of nature, and it acts for him as a matter of concern and work, and compliance with legal and ethical requirements to do with these objects as a norm of behavior. For example, landscape planning skills (gardens, parks, schoolyards site), planting and taking care of plants not only serve as a good support in the formation skills of caring for the landscape, but also act as an effective teaching tool to help students to inculcate the norms of ecological behaviour. The most important condition and indicator of education of ecological culture among students is practical activity. It manifests and fixes multiple methods of relations with the nature and form the positive qualities of the person that determine the desire to live in harmony with nature. The nature of acts, actions, and finally, the entire focus of practice express how stable is the position of a student in his attitude to the environment.

The ecological culture of personality presupposes that students have certain knowledge and beliefs, preparedness to activities, as well as its practical actions, consistent with the requirement to take care of the nature. Ecological culture is an important indicator of social activity and awareness of students.

The real value in life is the ability to protect the environment from pollution and destruction. This ability is related to the culture of observance of personal behavior, such as to prevent negative phenomena in the environment: trampling of vegetation, domestic waste pollution, noise, etc. It is aimed to prevent the negative consequences in the natural environment as a result of illegal actions of others. Such skills require training specific emotional and volitional qualities and skills to communicate freely with people. Other skills related to the implementation of feasible labor operations to eliminate the undesirable phenomenon that has already arisen. Information about the ecological balance of the universe, students receive via textbooks and the media. Science reveals

the goals set by a person using the nature and shows the laws of nature that operate independently of human consciousness, thus revealing the limits of the possible human intervention in the natural processes. Due to the systematic and targeted work on ecological education of students the level of environmental knowledge and participation in environmental activities has become much higher, more conscious, the ability to independently set goals, to plan and execute specific environmental problems has been developed. Analysis of the results of the students made it possible to determine the effectiveness of the system of environmental education and information about the structure and nature of intergroup relationship, the strength of the emotional perception of the environment, the maintenance of ecological concepts of students. Developing environmentally friendly public consciousness by acquiring practical skills in ecology, the students develop their spiritual world, improve themselves aesthetically and physically, form the will and character by fostering respect for themselves, others and for the entire universe

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Some distance teaching experiences

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Abstract

I have developed an English-speaking "Analysis of the Financial Statement" course step by step towards a digital, time and place independent, distance learning mode. My teaching materials have been in the electronic format all the time, also the material of this financial statement analysis course. They have been in the electronic, paperless format, but still not digital. The starting signal for my development work was a training program about online course design and implementation. Since then, I have tested digital teaching tools like Moodle quiz, Kahoot! learning game, Skype, Adobe Connect remote access tools and videotaping. These teaching tests got excellent feedback from students and I have used these tools in subsequent course implementations as well. In this article, I will tell you about the objectives and actions of the development work and assess the results from the teacher's and the student's point of view.

Keywords: Analysis of Financial Statement, Moodle, online course, distance learning

1   Analysis of the Financial Statement course

I have developed an English-speaking "Analysis of the Financial Statement" course step by step towards a digital, time and place independent format. I have tested a variety of teaching methods and tools, and utilized the best practices in the subsequent courses as well. In this article, I will tell you about the objectives and actions of the development work and assess the results from the teacher's and the student's point of view.

I have taught the Analysis of the Financial Statement course since 2009, approximately twice per academic year. In general, once as a two-credit course at the Imatra campus for the Tourism and Hospitality students, and for the second time as a three-credit course at the Lappeenranta campus for international business students. In addition, I have had, about every two years, a similar course called "Analysing Financial Stametents and Performance Indicators" for the Master's degree students in the Degree Programme in International Business Management.

The Analysis of the Financial Statement course is the final accounting course for students, in other words a third-year spring course. The objective of this course is to familiarize students with the contents of the financial statements and its interpretation. It applies accumulated knowledge, which students have learned in previous years' accounting courses, and students learn a new method how to effectively analyze financial statements. Firstly, we review the structures and contents of the major financial statement reports. Secondly, we practice how to calculate, interpret and write comments about the key performance indicators and their performances. Finally, the students prepare independently or in pairs a financial statement analysis of a selected company. Most of the students choose a corporation the annual report of which can be found on the Internet. Students make a financial statement analysis of at least 10 pages (written report) and give a 10 minute presentation.

2   At baseline, the teaching material is electronic

I have worked as a lecturer of accounting since the fall of 2008. All my lecture and theory material I have compiled in the PowerPoint format and the exercises with the solutions as Excel files. All the materials and solutions I have provided to students through the Moodle course templates. Hence, my teaching materials have been in the electronic format all the time, also on this financial statement analysis course.

Thus in the electronic format or in other words in the paperless format, but still not digital. In financial management there are terms "electronic accounting" and "digital accounting". Electronic financial management or accounting means, for example, when a paper invoice is scanned into the electronic format, or when statutory accounting documents and reports are in the electronic form. All documentation is converted in to the electronic form by scanning the paper documents. Digital accounting refers to administration of documents in which all data flows and processing is in the digital format. In my opinion, the definitions are applicable also in education.

In my opinion the Moodle platform of the Analysis of Financial Statement course, has been from the beginning at a good basic level. On the Moodle platform the lecture materials have been in the pdf format (originally in the PowerPoint format),

exercises and their answers in the Excel format. Students return their homework to Moodle return boxes or discussion forums, depending on whether other students can see the returns or not. In addition, the platform has had links to the Internet and we have been using the Moodle Wiki shared tool to set up accounting terms and discussion forums for posting (asking questions or informing changes etc.). Essentially, we have not been using Moodle as a learning tool, but more as a place for distribution and return of the material.

3 The development of the course

The development of courses is for all teachers close to our the heart. We want to provide the highest quality education and get the appreciation for the expertise. Development, however, is not easy. The main obstacle has been the limited working resources for the development work of the courses. It has been easier to teach with old materials and methods, especially if student feedback has been good. Other obstacles are lack of good practical examples and little knowledge of the new learning tools, as well as technical difficulties to learn and use those new tools and equipment. Development has been done in small stages; testing little by little what is working and what is not. Long-term development must have a clear goal, to which the sub-goals, and then teaching experiments are linked.

There were mainly three objectives for the development work of the Analysis of the Financial Statement course. The first relates to the know-how of the topic. The aim has been to increase the students' knowledge and certainty of the interpretation of financial statements. In other words, transfer the weight from routine calculation of the key figures more to interpretation and formation of an overall view of the development, profitability, liquidity and solvency of the company.

The second objective has been to increase students' enthusiasm to the topic. I see students' enthusiasm and positive experiences as the most important factor in learning. I would like to offer inspiring positive learning experiences. Accounting should remain as an important part in the knowledge-based portfolio also for the students who do not major in accounting. Accounting skills are needed in every position.

The third objective has been to develop time and place independent teaching and learning. This has not been an end in itself, but related to the goal of providing an alternative path of learning for students, who cannot, for one reason or another, participate in classroom lectures. The starting signal for my development work was a course about online education.

4 Participation to the training of online course design and implementation

I participated in a training program about online course design and implementation in the autumn of 2014. It was organized by the Saimaa University of Applied Sciences for its employees. The duration of the training was four months, and it was done in addition to our own duties. We did not get a separate working time resources for the training, but it was included the share of the development of our own work (70 hours in year 2014).

The idea of the training was that every participant chose one of their courses and started to develop it towards either a partial or total e-course, or towards virtual learning methods and tools. The training consisted of nine half-day sessions and independent work. A mentor, who helped and encouraged, was selected for every training participant.

The topics of the course were the following: 1) online course design and writing a script, 2) going through your own script with the team and mentor, 3) demonstration and testing of Moodle tools, 4) starting practical course development work, 5) the Internet and intellectual property rights, 6) pictures, videos, animations, and sound files, 7) pedagogical use of social media (Facebook, blogs and Wikis), good practices and experiences, 8) distance learning (Adobe Connect and Skype), good practices, testing how to record and edit, 9) training assessment (everyone gave a presentation of the e-course they had developed).

During the first training session, we studied what makes a good online course. It should be clear and easy-to-use, visual, multi-medial, interactive and concise. These were great goals for our own implementations. As for concrete objectives, I wanted to test the Moodle exam tool and hoped to get ideas of e-learning tools to build some day a 100% online course. I started to work with the Analysis of

Financial Statement course by using online teaching tools and methods. I will tell you now, what kind of development actions took place during the training, as well as the actions taken after training, the results and evaluation of the course both from the teacher's and students' point of view.

5 Moodle quiz

I started my development work by moving paper exam questions to Moodle quiz questions. The purpose of the exam is to verify that the students know the key terms of financial statements and understand the logic of financial statements reports and their lots. All the exam questions on this course have been either "the right or wrong questions" or "select the correct options questions". From the teacher's point of view, this type of multiple selection questions are easy to prepare and the number of the questions can be increased from year to year. They are also effective, because the system automatically checks and evaluates the exams for you. From the student's learning perspective, multiple selection questions are not the best.

Until now, Moodle exams have been the tasks in students' own time and place. Normally the exams are open for one week, during which the student does it. In practice, the student has all the materials available and the teacher does not know who is really completing the exam. Of course, help should not be allowed, but it is impossible to control. There are special exam classrooms in some other universities, where you can visit and take a distance exam under supervision. Because we do not have that possibility, I have turned the Moodle settings to the most stringent. Firstly, the exam can be taken only once. Secondly, the duration of the exam is limited to 45 minutes. Thirdly, the system selects questions randomly. Fourthly, the student responds to one of the question at a time and can move only ahead (in the exam). Fifth, the student does not get any feedback automatically in the system.

The students have responded inconsistently to the Moodle quiz. On the other hand, they have considered the fact that the exam can be done at the best possible time for them and that the materials can be used. On the other hand, the system may allot hard and easy questions unfairly. Furthermore, multiple selection and true or false questions are not necessarily a measure of true

knowledge (understanding and management of the entities), but more to do with reading comprehension.

Starting this spring, I use the Moodle quiz also to test the compliance with the course prerequisite. The first part of the Moodle platform has the financial accounting course material that the student needs to review before starting to study the Analysis of Financial Statement material. In the spring of this year, I tested the review with the Moodle quiz. Again, the exam was only right / wrong or select a correct option questions and I was not bothered with marking work at all. Moodle quiz settings were set as loosely as possible. There were no limitations in the exam time, number of times or navigation. The system showed if the student answered correctly or incorrectly, and then gave the rating as well. The exam worked as a digital learning tool, with which the students tested their skills on their own and were also to study at the same time. In addition, in the next classroom lecture we tested the skills also together with a Kahoot! game.

6 Kahoot!

Kahoot! is a free, social and fun learning game on the Internet. You can take advantage of its variety of teaching situations and entertaining survey as a game, for example, in team meetings and other group events. It is freely available in several languages and devices. The basic idea of the application is that the game leader saves questions to the application, which everyone from their devices (smartphone, tablet or computer) answers. You can also add your own picture, map or video to a question. The answers and summaries are displayed to everyone after the response time. Hence, the responses can be discussed and the cause and effect relationships can be analysed with the students. There can also be a funny music in the background of the game, which increases satisfaction and builds an exciting atmosphere. From the teacher's point of view, Kahoot! is a very welcome change in teaching methods. It is also easy to set up, and the preparation of surveys is simple and fast. The game received an excellent feedback from the students. Studying accounting terms was fun and students would have liked to continue the game even longer.

7 Skype

All students, for one reason or another, are not able to participate in the classroom lectures. For them I have tested remote access tools. I tested Skype in teaching sessions with Master's degree students. There were only view students on the course. In the classroom there were only four students and two participated via Skype. The trial was successful, and the students gave good feedback. They did not have to come to the classroom, but one took part in Vaasa and the other in Istanbul via Skype. I think that Skype works in an excellent way with a small group. Students receive sufficient support and contributions, and the education situation is not too noisy.

8 Adobe Connect

For larger student groups, I have tried the Adobe Connect remote access connection. In spring 2016, all my courses for International Business students were also available remotely. For a teacher, this causes extra work to creating a connection. In addition, the teacher needs to make sure that the classroom has a microphone. Unfortunately, students are not able to ask questions aloud through Adobe Connect, but they have to write them in the chat forum. To follow the chat forum is a challenge to the teacher, but students help with this. Students have given excellent feedback for the Adobe Connect sessions, and they would like to have each course also available online. Adobe Connect enables teaching session recording as well, and then the sessions are repeatable for students at their own time and place.

9 Videotaping

Students can record their own presentations. The financial statements analysis of the selected company is the most important exercise on the financial statements analysis course. The students write at least a 10-page report and hold a 10-minute presentation. It is possible to give the presentations traditionally in a classroom or to record them by the students with a suitable videotaping software or tool. The student needs to save video or a link to it to the Moodle discussion forum, where it is for all course participants available to watch. Approximately half of the students have used the videotaping possibility. Videotapes have had a positive impact on the overall quality of the presentations. By watching the videos

students have got new ideas on how to do things well, and of course they learned what should be avoided.

10 The ideas for future development

Next, I would like to videotape my own teaching sessions: short videos of the facts and exercise assignments. I have already tested videotaping, but I have not the courage to offer them to students yet. After videotaping my lectures, the entire course would be, in principle, possible to provide as a 100% distance learning or e-course, which has been one of my goals. However, I am not yet ready for this with the whole student groups. Of course, in exceptional circumstances, it is possible to offer this as an alternative learning path to individual students.

In the future, I would like to test even more new digital and interactive teaching methods and tools, because the enthusiasm of the students and luring students to the topic is the number one job of the teacher. So far, I have not found a tool or instrument, that replaces a human. Therefore, I will continue my tests and best practices may continue in subsequent implementations, as in the past. The accounting business sector has already given up the pursuit of full digitalization and moved to think of customer service as priority. It does not make sense to digitize everything.

Experiences of Combining Research Project Course and Master's Thesis

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Abstract

Saimaa University of Applied Sciences is organizing the Master's Degree Programme in the field of Business Administration. During the academic years 2014-2015 and 2015-2016 the courses in the field of Research and Development have been combined directly to the Master's Thesis. Students participate in the course 'Research Project' during their first study year, and therefore they are planning and starting their Master's Thesis process a lot earlier than before. This approach makes it easier for the students to start their thesis and ideally graduate faster. It will also deepen and widen the benefits of the theses for the business.

Keywords: research, research methods, development project, Master's Thesis, business administration

1   Background

The Master's programme of Business Administration takes 2.5 years to complete and it is based on blended learning methods including both face-to-face sessions and independent e-learning online enabling flexibility for students. As the students are studying the degree at the same time as working, the Master's thesis is usually carried out as a development project related to actual issues and challenges in a specific industry, individual companies or organizations.

The purpose of the article is to introduce a teaching approach where courses in the field of Research and Development have been combined directly to the Master's Thesis. In this approach the students use the results and findings of Research Project course in their Master's Thesis.

2   Study module in the field of Research and Development

Graduating students face expectations and pressures connected in many ways to the research and development activities of the business life (Hakala 1999, 7).

Studies in the Master's degree programmes respond to these expectations by giving the graduates wide and deep skills and related theoretical knowledge needed in order to be able to work in demanding expert and leadership positions (VNA 1129/2014, 5§). Especially the advanced professional studies provide the students with the possibility to deepen their skills in applying theory into practice, their analytical skills, project management skills as well as research and development skills and social skills (Saimaan amk 2016).

These learning objectives are combined in the teaching of research and development methods in the master's degree programme in the Saimaa University of Applied Sciences. The study module implemented for the first time on the academic year 2014-2015 gives the student abilities in scientific thinking as well as skills for planning and implementing quantitative and quantitative research. The module consists of three separate yet interconnected courses:

- Qualitative research methods (3 ECTS)

- Quantitative research methods (3 ECTS)

- Research project (2 ECTS)

The new approach in this study module is the Research project course. The course combines research and development activities to the Master's thesis through a practical research task. The aim of the thesis in the Master's degree programme is to develop and demonstrate the students' skills to apply research information and to use the appropriate methods in analyzing and solving working life problems and to work in demanding expert positions (Saimaan amk 2016).

According to Salonen (2013, 13), research, development activities and project work can, on one hand, be defined as separate from each other without research including any development perspective. On the other hand, research and development project may have multiple different starting points, such as the need for development or change in an organization. It includes practical problem solving as well as developing and producing new ideas, practices, products or services. (Ojasalo, Moilanen & Ritalahti 2014, 19). The starting point of the research work in the Research project course most often is the development need arising from the student's own work or employer organization. In such cases, all the above-mentioned three approaches are combined in the development

projects. Thus, the development project and the possible thesis work connected to it serve as a bridge between studies and working life (e.g. Hakala 1999).

3   Implementing the practical research project

The implementation of the Practical Research Project follows the same model (figure 1) used in the Master's Thesis process in Saimaa University of Applied Sciences.

Figure 1. The process of the Practical Research Project

When choosing the topic of the research project together with their employers, the students are advised to connect it into their thesis. The research project enables preliminary research and information search for the Master's Thesis. The aim is that most of the students would have an idea for their thesis topic already at the beginning of the course. The students are able to narrow down, define a clear research topic for the development project in their own employer organization, and connect it with their thesis.

The student must also be able to connect the topic into a pre-existing theoretical discussion so that the work shows the student's ability to implement theory into practice. Ideally, the project will create new practical theory i.e. document and model working life practises (Ojasalo, Moilanen & Ritalahti 2014, 19).

In the research report, the student introduces the background theory, implementation and results of the research as well as gives the potential recommendations and development suggestions for the employer organization. If the purpose of the research project is to serve as a preliminary research for the thesis, the student also reports how the results would be used as background information in the wider and more profound research or development project in the thesis.

4   Results and further development of the new study model

The Research Project course combines two new approaches: From the students' point of view, it gives them the opportunity to test their research method skills in a real life development project and leads to the start of their thesis work. From the point of view of Saimaa University of Applied Sciences, it develops the coordination between research method teaching and thesis process and also creates new type of cooperation between the supervising teachers. This creates triangulation between the two research method courses, utilizes the expertise of both the teachers and gives maximum support to the students.

The research project done during the first year of studies starts the thesis process of the current group of students earlier compared to previous groups of students, who have started the process most often only during the spring term of their second year studies. From the point of view of this aim, the first implementation of this model in 2014-2015 was a success: most of the students in the group finished the Practical research project on the given timetable and had selected their thesis topic and written their thesis plan at the end of their first year studies.

The situation of the second group of students who studied by this model in 2015-2016 was not as good as expected: about one third of the students in this group finished their research project several months later than scheduled or did not finish at all. Only about half of this group had selected their thesis topic at the end of their first year studies. The reasons for these delays were mostly related to scheduling problems of the students' own working life and their employers. The delays were also affected by the lower level of the students' previous research skills. Also in 2015-2016 the group of hotel and restaurant management students were combined together with the business administration students, therefore making the group larger and more heterogeneous than the previous group.

The research project course has been developed further based on the first two years of experience. The scheduling of this research project has been made more adjustable. This allows taking into account especially the needs arising from the commissioning companies without affecting the student's possibilities of passing the course on time. The process of the practical research project is monitored more   closely   by   the   teachers   and   more   detailed   instructions   on   the

implementation are given. The level of the students' previous research skills is better taken into account on the qualitative and quantitative research methods course which are part of the study module. This enables all the students to reach the same level of skills necessary to complete the research project. The teachers are also going to cooperate directly and more closely with the commissioning companies. During the first two years of implementing this study module, only the students had direct contacts with the commissioning companies that were mostly their own employers.

5   Conclusions

The purpose of this article was to explain the new study module where Master students are studying different research methods and using that knowledge in the Research project. The purpose was also to understand how this approach enables students to start the Master's Thesis process with the support of this Research project course.

By combining the different research methods and two teachers for this course, the advantage of getting better learning results and utilizing the knowledge is remarkable. This approach lowers the threshold of starting the thesis work and hopefully also enables faster graduation as well as widens and deepens the benefits of the theses for the working life. The commissioning companies receive the needed research results faster compared to the traditional thesis process and are better able to define and focus the aims of the actual Master's Thesis.

The success of the Research Project course by the designed model depends on the idea that the students in the Master's degree programme are employed by companies which can offer them the opportunity to implement their Research project as well as their thesis. In the Master's degree programmer this is usually the case, however the model may not be directly transferable into the bachelor's level of studies. Yet it might be applicable by combining project studies into the Bachelor's thesis.

Despite the challenges faced on this study module. it has been developed further according to the experiences and will be used as a permanent practice. The third implementation of this module starts in the autumn of the academic year 2016-2017.

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The role of modern educational technologies in the learning process

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Abstract

Almost all developed countries have realized the need to reform their education systems in order that student, undergraduate indeed become the central figure of the learning process to their cognitive activity was the focus of educators, researchers, developers, education programs, training aids administrators, those important process of learning rather than teaching, as it was still in the traditional education. Application of information technology essentially converts the mental activity of man, forms not only logical, but also critical thinking - qualities needed to develop a new style of thinking, and also allows you to completely eliminate one of the major causes of the negative attitude to learning - lag due to lack of understanding the essence of the problem, significant gaps in knowledge. In the process, the computer is the backbone thinking process, which is influenced by both external and internal conditions of activity, and that guides the decision. This increases the overall level of intellectual activity. Trends in the development of modern educational technologies directly related to the humanization of education, promoting self-actualization and self-realization.

Keywords: modern education, educational technology, learning process

1   Introduction

In modern conditions the creative teacher - is primarily a researcher with the following personal qualities: scientific psychological-pedagogical thinking, a high level of pedagogical skill, daring certain amount of research, advanced pedagogical intuition, critical analysis, need for professional self and prudent use of the advanced pedagogical experience. All these qualities are somehow characterized by the willingness of the teacher to the organization of professional creative activity. (Guzeev V.V. 2001.)

Pedagogical work is defined as an activity characterized qualitatively new approaches to the organization of educational process in the educational institution and forming a highly moral, from the point of view of modern science, creative thinking person.

Having achieved this, the teacher can predict the development of various educational situations and to design and implement a new system of educational process.

In this regard, sharply raises the problem of the selection and use of educational methods and techniques, teaching forms, which drastically improve the quality of learning processes, make them more productive, efficient and productive.

To solve this problem, it is not sufficient to develop or select methods of effective learning. They need to be combined and integrated into one interconnected consistent and interactive system.

At present, almost all developed countries have realized the need to reform their education systems in order that student, undergraduate indeed become the central figure of the learning process to their cognitive activity was the focus of educators, researchers, developers, education programs, training aids administrators, those important process of learning rather than teaching, as it was still in the traditional education.

Today, before the formation of the question, "How to achieve in learning guaranteed result?" This question didactics answers using learning technologies.

2 Technology and education

The notion of "learning technology" in todays is not common in traditional pedagogy. However, the traditional teaching process exists and there are traditional learning technology, which uses a teacher in the learning process, not using the term.

In learning theory, at the present stage, there is no common understanding of the term "educational technology."

"Educational technology - it is a systematic method of creating, application and determination of the entire teaching and learning process taking into account the technical and human resources and their interaction, which concentrates on the optimization of forms of education" (UNESCO). (Rustamov F.A. 2006.)

In our opinion, the most aptly reflects the meaning of the term "technology education" the following definition: education technology – it is a method of implementing learning content provided teaching programs of the system forms, methods and means of education, providing the most efficient achievement of goals.

Analysis of the wording indicates that the concept of "educational technology", reflecting the essential features of the designated events depends on how the authors present structure of educational process and its components elements.

Deep methodological study exploring the concept of "educational technology" and a reflection of its essential principles leads to the conclusion that modern educational technology can be regarded as two areas: 1) traditional technologies, which include all the technologies used in the pre-computer era; 2) information technology, which includes computer-oriented technology and Internet - technologies. (Kolenichenko A.K. 2002.)

Information technology is the collection of innovative methods of working with data that provide a purposeful creation and transfer, collection and storage, distribution and display of information in order to increase speed and efficiency, reduce labor intensity, to ensure the reliability and efficiency of obtaining and using information, subordinate aims and objectives of teaching educational process.

Computer-based technologies - is the use of training programs, preparation of the author's programs and tests, computer simulations, multimedia.

Computer, as well as other information-intensive media should perform a purely ancillary function in the possible objective, "dispassionate" educational information, which should help the teacher and the learner, without deviating from the goals and values of education, its higher culture and mental-cognitive functions to get the system arguments that contribute to these particular purposes.

The computer allows students to identify the causes of their actions, to plan and implement their reflection, transform and construct their own objective content with which they work. In computer training, students are introduced to the world

and their future professional activity, they show the scope of the theoretical concepts, facts, and patterns in real-life conditions.

By using computer-oriented technologies in education and increased requirements to the teacher, to his knowledge in the subject area, to his personal qualities, as is changing its role. It acts as an organizer of student activity, task generator.

New government programs and educational standards involve in the educational process and the use of the Internet. The urgency of the application of the Internet - technologies dictated primarily pedagogical requirements increase in developmental education, in particular, the need to develop skills of independent learning activities, the research approach to learning, critical thinking, new information culture. (Stupina S.B. 2005.)

Internet - technologies will include: creation of training sites, the ability to engage in dialogue with other network users, the ability to work with modern hypertext and hypermedia systems, e-mail, newsgroups, chat in real time, ie, everything that is connected with the specifics of communication of Internet users.   The widespread introduction in the educational process of the Internet - technologies allows not only to ensure the freedom of drawing up individual educational trajectory, training programs by selecting the modules disciplines of the system, the free development of the individual student, the opportunity to obtain professional education, but also to gain access to a wide range of scientific, technical and humanitarian information, the latest news.

3   Conclusion

Application of information technology essentially converts the mental activity of man, forms not only logical, but also critical thinking - qualities needed to develop a new style of thinking, and also allows you to completely eliminate one of the major causes of the negative attitude to learning - lag due to lack of understanding the essence of the problem, significant gaps in knowledge. In the process, the computer is the backbone thinking process, which is influenced by both external and internal conditions of activity, and that guides the decision. This increases the overall level of intellectual activity.

Summarizing all the above, I would like to conclude that the trends in the development of modern educational technologies directly related to the humanization of education, promoting self-actualization and self-realization.

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Introduction of Flipped Learning in Russia: Pros and Cons

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Abstract

Nowadays new teaching methods, based on the opportunities which the Internet gives both teachers and students, are being introduced at all educational levels from primary schools to Universities all over the world. Flipped learning approach is one the most promising in implementing the principle of life-long education. It is widely discussed by experts in teaching schoolchildren and students as it seems to be much more productive than traditional old methods of teaching. But in fact there are not only pros but also cons which should be taken into account when trying to introduce the flipped learning approach into Russian educational system. In the conditions of modern Russia a possible method of flipped learning organizing could be an educational platform. Being a media of teachers' sharing ideas, methods and materials, it could also contribute to students' organizing of their personal learning environment, as well as choosing their own strategy of studying.

Keywords: flipped learning approach, pros and cons, educational platform.

Flipped classroom approach is one of the innovative teaching methods widely discussed by school and university teachers from different countries. The fact that all articles on the topic, except those which are mere description of the approach, contain discussion of its advantages and disadvantages is an evidence of the approach not being a "universal panacea". All authors agree on similar pros and cons of the flipped learning approach [Acedo 2013, Hudson, 2016, Wright, 2012]. Among pros are better opportunities for students to organize their time, more creative attitude to studying process, easier access for schoolchildren parents to educational materials, opportunity of making educational process more student-centered. Among cons are additional workload on teachers, more time spent in the Internet than anywhere else. All of it is true for Russian students and teachers but there are some more difficulties if compared with other European countries.

Russian educational system used to be well-organized, stable and productive. Young people graduating from higher schools were to work for 2-3 years at the research institutes or enterprises where they were sent to get further practical

training. It was also one of the stages of life long education but of the old type with permanent support of the state, teachers, etc. Nowadays the situation changed dramatically. Students are no longer just receptors of information. They are expected to take an active part in the educational process organizing. From this point of view flipped learning seems to be a real breakthrough in implementing students–friendly and students-centered educational model. It helps to free up valuable class time that might be used for students' practice; it makes education more accessible as one need not attend lectures at a certain time in a certain place. But here we come to the first cons for Russian students – not all of them can afford to buy a modern notebook computer and wi-fi is often not available on full scale.

Another very significant disadvantage of flipped learning is that it excludes the direct feedback from students. Every lecturer needs this feedback to insure students' comprehension. It is a usual practice among teachers who are true professionals to introduce changes into their lectures at the very moment when they are needed. And it is not just repeating some information again and again. It can be explaining, giving more examples or even joking. All this makes students and teachers the members of a certain social media. Most people who enter higher schools are 17-19 years old. Psychologists and andragogists [Elconin, 1980, Vinnikova, 2013, Olennikova, 2006] consider socialization to be the leading activity of young people at this age. Many people nowadays, students among them, prefer spending time in front of their computers to communicating and socializing. And flipped learning contributes greatly to this process. One of shocking examples of flipped learning for me was an answer of a little boy when he was asked who taught him cooking. Everybody expected him to say: "My Mum" or "My Granny" but what did they hear instead? "Wikipedia". Then, do we really need our relatives and teachers? The answer has been given by all scientists investigating teaching methodics: educational process is based on three elements: a student, a teacher and educational materials. And these elements are indivisible and inseparable from each other. [Galskova, Gez, 2007] To make students take control of their learning passive watching of lectures on video is not enough. Certainly flipped learning does not mean only watching lectures at home. It means looking for a lot of extra information, analyzing it and choosing the most valuable. But most students in their first year at the University

are not prepared to this inductive approach. Introduction of the Unified All-Russia examination system gave young people a great opportunity of applying to up to 5 universities. But together with the advantage we got a great disadvantage: those who failed to enter a prestigious university often enter a University which is ready to accept them with their low results. It means entering the faculty which cannot give them the profession they dreamt of. Such students are absolutely not motivated to study and definitely are not motivated to organize their studying themselves.

In my teaching practice I faced a problem which helped me to come to a very important conclusion. I made a video for my students and asked them to watch it at home and find some additional information on the topic. I planned my lesson carefully and it was based on the idea that all students would watch the video at home. But several students did not do their homework and all my plans collapsed. The students were very nice and polite but absolutely not motivated to make any efforts to do anything besides the standard volume. And motivation formation is a long process which can be successful only if a teacher shows students the possibility of their making progress step by step. According to Newmann and C. Ames, participating in educational process organizing and responsibility for its successful functioning are the factors which promote students' motivation. [Ames, 1992] [Newmann,1992] The more actively students participate in decision making and creation of their own personal learning environment, the stronger their motivation is. [Brothy, 1983]

It may seem that there are much more cons than pros when we speak about flipped learning. I think it is not true. Students who are in their 3rd and 4th year, to say nothing of those taking Masters' programs or writing post graduate theses, will definitely find it a very modern and productive way of studying. But here we face another problem. Flipped learning organizing is sure to take teachers much time and effort – at least to make video lectures. I have never heard of a state program of flipped learning organizing. In Russia it means – no financing because most Universities are not rich enough to organize it themselves. Great workload on teachers without any extra payment? A possible solution of the problem in my opinion is educational platforms organizing. It could be a huge educational resource created by joint efforts of teachers from different countries. Different

students need different explanations of one and the same things and different volumes of materials to understand a problem and find its possible solutions. At first students could be assisted and helped by their teachers in choosing the most productive exercises and materials and estimating the needed volume. The resource could help not only teachers share their ideas, methods and materials; it could also be used by students to create their own personal learning environment and work out their own strategy of studying. The platform could be a profitable business idea based on a principle similar to that of scientific journals: one can read part of an article but to read the whole article he has either to register or to pay. Another source of financing could be found if this idea is supported by several Universities which will apply to Governmental bodies of the countries participating in the project.

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Remembrance education for young people

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Abstract

The paper covers the reflections about remembrance and remembrance education of young people and its possible place within youth and social work and high education. It is based on the experience collected by author during work for the seminar about young people and remembrance in Europe at the occasion of the 70th anniversary of the end of the Second World War. The seminar was organised in partnership between the Council of Europe Youth Department, the Ministry of Education and Science of the Russian Federation, The Federal Agency on Youth affairs (RosMolodezh) and the National Youth Council of Russia in May 2015.

Keywords: remembrance, remembrance education, young people

Within this paper remembrance is understood as important for any community or concrete social group concept and framed by it practices which indicate commitment of society to keep alive the memories of the past in order to change now and future. According to the Oxford English Dictionary remembrance is the recollection in relation to a particular thing, the action of remembering. Remembrance is more than merely just remembering: remembrance is about making ourselves keeping a memory alive, or at least not allowing ourselves to overlook horrors that have happened in the past (2).

Remembrance combines a number of aspects that can be addressed from different perspectives including history, human rights, civic education and democratic citizenship. While the official remembrance falls within the responsibility of the state, the educators, youth and social workers, both within the governmental and nongovernmental institutions, may pay attention to remembrance education which is in the core topic of this paper.

The reflections of author are based on the experience collected during work at the seminar for young people at the occasion of the 70th anniversary of the end of the Second World War. The seminar was organised in partnership between the Council of Europe Youth Department, the Ministry of Education and Science

of the Russian Federation, The Federal Agency on Youth affairs (RosMolodezh) and the National Youth Council of Russia in May 2015.

The seminar aimed to promote a shared and deeper understanding of the reasons, consequences and lessons to be learned from the Second World War and its contribution to shaping common European values – democracy, rule of law and human rights, and to engage with young people on their defence and promotion of intercultural dialogue for further mutual understanding.

The final group of participant was combined of 54 people from the different regions of the Russian Federation and other countries-parties of the Cultural Convention of the Council of Europe. Representatives of 21 countries were presented (including Canada and Kirgizstan).

Though this experience was related to non-formal education it gave a lot of thoughts that are relevant for other fields as well.

Remembrance education is a relatively new dimension in European social and youth work. It develops critical thinking and skills to avoid manipulations based on history matters. It helps society to learn how to keep alive the memory of the past tragic events and accept responsibility over it in order to develop a culture of human rights today because the protection of human rights is a basis for not repeating the horrors and crimes against humanity.

Remembrance education is especially important for young people. They are often getting involved in official commemoration events but in majority cases youth participation stays on the decorative level. It is crucial to ensure that young people develop their own understanding of the past free of biases and victimization.

The Council of Europe Committee of Ministers' Recommendation (2001)15 states that "ideological falsification and manipulation of history are incompatible with the fundamental principle of the Council of Europe" and that history teaching is a "decisive factor in reconciliation, recognition, understanding and mutual trust between peoples" and makes it possible for young people "to analyse and interpret information critically and responsibly, through dialogue, through the search of historical evidence and the open debate based on multiperspectivity, especially on controversial and sensitive issues" (1). The same document

recommends also, regarding teaching and remembrance, that "while emphasising the positive achievements of the twentieth century, such as the peaceful use of science towards better living conditions and the expansion of democracy and human rights, everything possible should be done in the educational sphere to prevent recurrence or denial of the devastating events that have marked this century, namely the Holocaust, genocides and other crimes against humanity, ethnic cleansing and the massive violations of human rights and of the fundamental values to which the Council of Europe is particularly committed."

The potential of formal education including schools and universities to provide remembrance education has its limitations. Though the school curriculum in majority countries includes history teaching the specificity of remembrance education is rarely properly addressed by the formal education.

We need to keep in mind that Remembrance education is not equal to history teaching. Some of the sensitive topics and themes are not easily introduced into a regular school syllabus.Even in case when teachers take schoolchildren to history museums or memorial sites the content of the visit may not correspond to the aim and objectives of remembrance and remains solemnly as a responsibility of museum employers. Non-formal education and youth work have better capacities of addressing remembrance education. Talking about the past atrocities, human rights violations in order to learn from it may and should find its space in social and youth work.

Remembrance education works on developing certain competences, for example, ability to work critically with primary and secondary sources of information; to understand the narratives and myths including those that are popular in mass consciousness; to resist to all kinds of political and ideological manipulation based on history matters, to deconstruct certain narratives etc. But the competence development is not the only benefit of Remembrance education. It should also empower young people to act as responsible and active citizens and protest against human rights violations.

One of the important aspects of remembrance education is opportunity to integrate the perspectives of "the others" that would help to shift a focus and step

in others shoes. This perspective should be actively promoted and shared as it helps to deconstruct certain attitudes and develop social solidarity.

Remembrance educational activity can integrate different methods, including methodology of non-formal education, such as:

- using photographs

- using testimonies

- using personal and family connections to the topic (including family history)

- using simulation activities and role games (for example, activities simulating Nuremberg trials, activities, simulating creating of the Council of Europe etc.).

- surfing media as a source of historical evidence (both facts and opinions)

- visit to a local, national or specialist museum

- a project aimed at collecting oral histories (recording and analysis of spoken testimonies about the past)

- a case study of a local person or community of people, who have played a significant part in the history of the locality, region or nation;

- carrying out a historical transect across a city, town, village or rural landscape

- visiting sites of special historical significance such as battlefield, place of religious worship etc.

- meetings with the eye-witnesses etc.

All this tools are widely described in the educational materials published by museums and international stakeholders supporting this type of work for example, Council of Europe. But as in majority of cases the tools can not be implemented without the will of the educators, youth and social workers. They themselves need more training in field of remembrance education in order to act as multipliers of its key ideas, philosophy and approaches. Therefore the first

steps for any society in this field should start with national and local trainings for social and youth workers on remembrance education where the main focus should be done not only on skills and knowledge but rather on attitudes and values.

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The Experience of Teaching Tourism Management Within International Educational Programs in Saint-Petersburg State University of Economics

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Abstract

The article covers the aspects of experience of teaching disciplines within tourism management at the Faculty of Tourism and Hospitality of Saint-Petersburg State University of Economics in terms of international cooperation. The specific features of the Russian-French Master Double-degree Program "The International Tourism Business" are mentioned. International program at UNECON as an example of HEIs cooperation are also mentioned. Besides tourism development in Russia is also characterised.

Keywords: international semester, Saint-Petersburg State University of Economics, UNECON, tourism management, tourism development in Russia

In this article I would like to talk about the experience of teaching disciplines within tourism management at the Faculty of Tourism and Hospitality of Saint-Petersburg State University of Economics in terms of international cooperation.

One of the most significant experiences was working on "The international tourism business" master double-degree program from 2010 to 2014. This program was carried out in collaboration with the Groupe ESC Troyes (France) by International School of Economics and Politics (ISEP).

International School of Economics and Politics (ISEP) is a part of Saint-Petersburg State University of Economics (SPbSUE or UNECON), the largest Russian economic university and allows students to obtain diplomas of European universities. ICEP was found in 2008 and combined more than 15 years' experience of international cooperation in the field of bachelor's and master's degrees in partnership with leading foreign universities and business schools in France, Germany and Italy.

Nowadays ISEP offers a wide range of international education programs that have been recognized and high evaluated by international experts, because the use of innovative technology and interactive teaching methods. Teaching in a foreign language and the European approach to learning focuses on the practical aspects of working in a competitive international environment allows students and alumni not only to participate in mobility programs (internships in European universities, practices in European companies, exchange programs) and continue their education and scientific activities in the partner universities, but also creates opportunities for employment in Russia and abroad.

In globalization conditions ability to interact with business partners in a global environment and to make management decisions based on local and global factors becomes more and more valuable. These skills, which are necessary to build a successful career in the modern world, confirmed by a diploma of well-known university receive graduates of international collaborative programs. Double degree programs of ISEP give students a unique opportunity to enjoy both the benefits of a Russian university, and all the new opportunities offered to them by foreign universities. After graduation, students receive two university degrees - Russian and European.

Within the master's program "International tourist business," I performed both as the coordinator from the Russian side, and as a teacher of several subjects. The implementation of the aforementioned program included the following aspects that required special attention in the field of the organization of educational process and teachers themselves.

The essence of the program was the fact that in one semester French masters studied in Saint-Petersburg in UNECON, which determines the need for teaching in the English language. In this regard, there were the increased requirements both to teachers and to the educational process. Teachers had not only to be ready with the educational material at a high professional level, but also had to teach freely in English. At the same time carrying out activities should take place in "international" form, convenient and easy to be understood by the mixed Russian-French group of students, which also requires intercultural communication training of the teacher. Based on the above-mentioned objective difficulties in implementing this program, it became necessary that a teacher, who

was entirely appropriate the above requirements, was ready to teach not only one, but a number of academic disciplines.

It was also a significant challenge - the need for fluency in the English language of the Russian masters, as only in this case as it was possible to have classes and to make it possible the assimilation of studying material. It may be noted that in the framework of the experience of implementation of this program, problems had been caused by differences in the level of the English language of students - from minimum to medium, but not enough to communicate with the teacher on the subject matter. Moreover, it should be noted that the French students were not always noted having fluent English. This factor demanded from teachers greater flexibility and adaptability in the process of teaching disciplines of the Russian-French group.

But altogether I can say that this program was difficult in organizing and teaching but very popular among students.

On the other hand, it should be noted also the teaching experience within the inclusive international education program for foreign students who come to the International Semester to UNECON. Under this program I have been working since 2014.

International program at UNECON is based on the module system. Every course lasts one or two weeks and includes 90 academic hours, 28 of which are contact hours. Students receive 3 ECTS for each course. As these courses are relatively compact students are not allowed to miss more that 1 class without any viable excuse, otherwise they are automatically excluded and receive no ECTS.

As part of the International Semester I provided a study course "Complex Development of International Tourism". It was taught several times for different groups of students from different countries. But in this case only bachelors from other countries studied, the Russian students were not among them. Here, as the features it should be noted that mutual understanding and fluent intercultural relationships were not always observed in the group of students. Students from each country preferred to stay in their own groups, and because of this in the classroom it was quite difficult to organize the interaction of students through seminars or workshops. From this point of view, the optimal forms of interactive

sessions were case studies and business games, for the aim of which teachers provided mixed teams of students from different countries.

It can be also noted that the students were coming for the International Semester for the program relating to the management as a whole, without the tourism specialization. Thus in the framework of the stude course of «Complex Development of International Tourism» the two types of students met in the group: those who have never studied tourism, and those for whom tourism has been a professional specialization. Thus, the teacher faced a rather difficult task: to make lessons interesting and informative for both types of students. In order to do this, we had to use different forms of conducting classes: movies, lectures, discussions, brainstorming, quizzes, competitions, etc. And of course it was necessary to acquaint students with the specific features of the development of tourism in Russia and the Russian tourism business.

Russia has long remained mysterious country for a foreign traveler, and its people were rarely to be found on the roads of Europe. In the old Russian state first journey were dictated by informative, commercial, political and religious purposes. In the IX century Princess Olga visited Byzantium. With Christianity the tradition of pilgrimage came to Russia. The main places of "foreign" pilgrimage were Palestine, Jerusalem, Mount Athos, on the Russian land - Sergiev Posad, Optina Pustyn' and other monasteries. In 1468-1474 merchant Athanasius Nikitin made a "Journey Beyond Three Seas" - a journey undertaken for the expansion of markets. He visited Persia, India and on the way back Somalia, Muscat, Turkey.

Tsar Peter I visited Europe for the first time in 1697-1698, then was the overseas trip of 1716-1717 during which the Russian tsar got acquainted with the culture, science, mastered the secrets of various crafts. Through his support the Russian merchants began to explore the markets of Western countries. It was from the time of Peter when the tradition of educational journeys of young people originated. Empress Catherine II also traveled extensively in Russia and Europe. With the name of Catherine II is due to the opening for Russian travelers the Imatra Waterfall in Finland, which she visited in 1772.

Some researchers believe that opening of the first travel agencies in the second half of the XIX century can be considered to be the beginning of organized tourism in Russia. Other scientists state that the beginning of organized tourism started in 1777, when the newspaper "Moscow News" published some memo: "The plan how to take a trip to foreign lands".

The first phase of the development of tourism in Russia is characterized by attention to therapeutic recreation. The first attempt for the exploration of mineral water sources and their exploitation for therapeutic purposes were carried out on the personal initiative of Peter I. By the end of the XVII century the Caucasian Mineral Waters became the basis for the development of the spa industry in the Russian Empire. For nearly 200 years a number of spas, many of which subsequently acquired worldwide fame, have appeared there.

On the issue of the time of origin of the tourism business in Russia there are different opinions. "The Joint-stock Company of Imatra" established in 1871 by the Senate of the Grand Duchy of Finland (which was the part of the Russian Empire) can be considered as the first tourism company in the Russian Empire. Other scientists have linked the emergence of tourism business with the travel company of Leopold Lipson, opened in 1885 in St. Petersburg. The company offered four travel programs: two to Italy, one to Finland and Sweden, and a great tour to the East for 120 days.

Thus, in the second half of the XIX century in Russia favorable conditions for the formation of the tourist infrastructure were created due to the development of the railway network, the construction of hotels and restaurants. Important for the development of tourism turned to be publishing of a variety of cartographic materials and guides.

The First World War and the ensuing socialist revolution affected the geography of tours and travel and virtually destroyed the existing system of tourist and excursion service in Russia. In the first years of Soviet power tourism developed quite spontaneously. The Second World War had a very negative impact on the development of tourism. Efforts to rebuild the country's economy began to give noticeable results only to the beginning of the 60s.

The period of Soviet tourism, which lasted from 1970 to 1990, often referred to as the administrative regulations. Its feature was the increase in the rate of mass tourism development while the quality of tourist services was behind the world standards. In the USSR the material base of tourism had been established. However, the level of comfort was low. And the outgoing tourism was not available for the large part of the population of the country.

In the last decade of the XX century Russia swept the rapid changes that influenced the development of the tourism industry. Deteriorating economic and geographical position of Russia and its geopolitical potential decrease caused by the protracted social and economic crisis and the ongoing internal political instability led to a decline in tourism. The collapse of the Soviet Union led to the collapse of a unified system of tourism and excursion services, the article "Tourism" disappeared from the state budget. Previously, central funding has supported the tourism infrastructure, determined the relatively low prices for tourist and hotel services, its absence has caused a decline in the actual hotel industry. Many tourism, excursion, resort and hotel establishments and complexes of the country has been redesigned and became useless due to poor condition.

The conditions of spontaneously developing tourism market made many companies and hotels bankrupts. The decline in living standards, price increases have led to a reduction in demand for tourist services. Negative processes affected the geography of national tourism - tourist area due to the collapse of the Soviet Union decreased by 23%. Inbound tourism in the 90s also experienced hard times.

1990-s are famous for outbound tourism boom, when citizens of Russia received certain political freedom and were allowed to go abroad. In 1991 it was registered 10,8 million trips of Soviet citizens abroad, of which only 3,4 were purely tourist targets. Outbound flow of Russian tourists in the 90's was, we can say, spontaneous, unregulated. Most of the trips were shop tours-oriented countries such as Turkey, China. Poland and etc.

There were also many specific features that can be mentioned about tourism development in Russia at that period. But the decisive role in improving the status

of national tourism played adopted in 1996 the Federal Law "About Bases of Tourism Activities in the Russian Federation", which main objective was to create in Russia modern highly competitive tourism complex.

The current situation with tourism development in Russia is also a topic of separate issue. But it should be mentioned that it is really worth studying. And I hope that the UNECON international educational programs which cover different aspects of tourism management will be popular among foreign students.

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Cross-cultural management in tourism and hospitality for example, use in teaching works of literature and cinema

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Cross-cultural management is an integral part of the system of human resources management ensuring the development of learning technologies for effective business management in terms of the diversity of cultures with the aim of preventing intercultural conflicts. The word "cross-cultural", derived from the English word «cross», involves the interweaving of many languages, cultures and analysis of their interaction, in contrast to the word "intercultural", which is applicable only for analysis of the two cultures.

Cross-cultural education is the acquisition of knowledge through the study of literature, watching movies, listening to lectures. To some extent this method of exploring the issues can mitigate the culture shock in the real world, but it does not solve the problem with a whole. [4].

One way of solving the problem of systematization of the acquired knowledge by the students is the construction of a pedagogical process through the use of principles of cross-cultural management or on an integrative basis. An integrative approach to teaching is a specific form to ensure the comprehensiveness and integrity of students ' knowledge, they develop their system thinking and scientific Outlook.

Integrated knowledge, which is based on interdisciplinary integration is more profound and aimed at forming the ability to think of data-intensive categories and abilities high level of generalization. In the integrated content is more possibilities of formation at students of alternative thinking, more democratic and focused on the Orthodox approaches [1, p. 23,25].

Practice shows a variety of embodiments of integrated approaches in higher education, including the birth of a new integrative disciplines such as courses in

Ethnography, history of world civilizations, geography and local history. Integrative processes have contributed to solving such problems of higher education, as the fragmentation of training courses, lack of interest in learning, the scarcity of live practical examples to confirm the theory, the isolation of the learning process from the favorable impact of artistic and ideological potential of literature and art, i.e., in other words, updating the content of education and the restructuring of the educational process.

The integrative approach allows you to:

• to synthesize, structure, organize educational material;

• to comply with the requirements of information integrity;

• to organize various ways of knowing reality through analysis, synthesis and systematization of knowledge of various monodisciplinary in a logically coherent structure on the basis of common scientific approaches and their philosophical understanding [3, p.57].

For the successful implementation of methodological function of integration (the creation of new integrity) it is necessary to develop certain mechanisms, which involve different types of interaction, for example:

- the mechanism of the mutual complement, the combination of techniques, methods, and technologies, which leads to a synergistic effect;

- a compensation mechanism, involving a combination of methods, technologies to compensate for the shortcomings, limitations arising from the characteristics of a particular type of course or discipline.

Of particular importance here is the appeal to the artistic potential of literature and art with a compelling force of influence and having a large volume of factual material that can be used in the teaching of specialized courses, for example, for students majoring "Socio-cultural service and tourism".

The structure of the curriculum of this specialty includes such subjects as Service activities, the Foundation for social and cultural activities, Hotel services, Regional monitoring hotel services and forecasting etc.

The versatility of the discipline of "Service activities" allows to build the process of learning different aspects of service activities in various content and organizational forms, as well as to perceive it as a means of storing and transferring your required subject knowledge, build the training course based on an integrative approach.

To implement the principle of integration in the study of this discipline is suggested to use, for example, such works of cinema such as:

• Video of BBC Worldwide Ltd Director P. Nicholson **"The Last days of Pompeii".** This is a film about the eruption of Vesuvius and destruction of Pompeii in 79 ad, the film is well represented by the types of services that are offered to residents of the city in those days, and which lend themselves well to analysis in a student audience.

• Lyrical Comedy film directed by E. Ryazanov scenario A. Galic and B. Laskin **"Give me a complaints book"**. A critical article by journalist Y. Nikitin in the newspaper regarding the shortcomings in the work of the restaurant "**The Dandelion**" makes its Director Tatyana for new perspective on an outdated image of her companies service.

• Movie Director Scott Hicks **"Taste of life"** with C. Zeta-Jones remake of the movie **"Irresistible March"** - about the fate of the chef of the restaurant.

Discipline "History of tourism" includes the coverage of the historical aspects and stages of development of this modern branch of service. Here can be successfully used, for example, a video of the air force Director Jean-Claude Bragard **«Ancient Greece. Heroes of myths and legends».** For viewing and discussion with students here, you can choose the myth of **The Journey of Jason for the Golden fleece** to Colchis.

 Organic seems to be the creation of a group of courses that form a cycle of disciplines of specialization " Hotel service." These disciplines are Hotel service, Hotel service overseas, Regional monitoring hotel services and forecasting, Theory and technology of hotel service, Organization of service in hotels.

These training courses are not only a common goal – to teach the practice of organizing hotel services, but also to master the theoretical aspects of

management of hotel service. To consolidate the theoretical material here we can recommend such works of literature and film, as novels by A. Hailey **«The Hotel»** and P. Mail **«Hotel Pastis»,** a movie **«Hotel»** with Greta Garbo, Comedy Director W. Wong **«Maid in Manhattan»** with Jennifer Lopez, the film of Liliana Cavani **"Night porter".**

A coordinated, consistent training effort and saves the total training time, the impact occurs not only on the intellect but on the emotions of young people when they finds new, often outstanding works of art and literature. But in order to get this information was of a random nature, it is necessary to identify the common content of the work and research of information regarding specific aspect of the chosen discipline.

We will demonstrate this situation on the example of studying the scientific bases of the organization and management of hotel service, for which he was elected is ideal for these purposes, the novel by A. Hailey **"Hotel".** The agenda of the workshop based on the novel by A. Hailey "Hotel" included the following issues:

1. Writer A. Haley and his novels.

2. General characteristics of the novel "Hotel" is the story of creation, genre, main idea and its embodiment.

3. Storylines:

• Line of Peter McDermott and Christine Francis,

• Teenagers and March of Prescott,

• Disease of Albert Wells,

• Drama of the hotel owner William Trent,

• A Congress of dentists,

• Cartif O'Keefe and his ambitions, his companion Dodo,

• Dukes Creidesca and their "savior," the beginning of the protection Ogilvie,

• Thief skeleton key and his "exploits",

• Assistant chef Andre Lemieux, the problems of food and dining (theft),

• Elevators and their status, disaster,

• Scavenger Booker T. Graham, his search for receipts Duchess K.

4. The main problem this week in the hotel "Saint Gregory". Chain hotels – independent hotel: advantages and disadvantages

5. The hotel management system:

• Booking,

• Accommodation,

• "Three pillars" of the profit

• The organizational structure of the hotel management, the staff – all positions referred to in the novel.

6. The hotel "Saint Gregory":

• The appearance of the hotel location on the map of the city of New Orleans

• Driving all parts of the control unit,

• Driving all areas of the catering unit,

• The scheme of hotel apartments,

• All outbuildings – garages, incinerators, etc.

• Engineering services, elevators.

While studying the students of this novel they made oral presentations and written reports on the proposed plan developed by the Organizational structure of the hotel management (it is represented in the presentation), the image of this actually existing hotel on the map of New Orleans (USA).

In the result it can be stated that theoretical knowledge was reinforced with a form almost unknown to students of actual literary material that had been used to improve the educational process, attaching to a masterpiece of world literature.

But for the successful implementation of an integrative approach, the lecturer must have a good command of information - both on the theory and practice for using of additional factual material in the existing literature and cinema (or other arts), as well as about the forms and methods of integrated education in selected subjects.

The analysis of modern pedagogic research suggests that the issues of formation of readiness of future specialists of the service on the basis of integrative approach in the process of education at the University remain insufficiently developed. We conducted the experiment allowed to conclude that this is a highly promising approach that not only equips students with new knowledge, but also makes them more solid, paired with the development of the achievements of world and national literature and art, which favorably affects on the General cultural development of students.

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Sharing Practices from Wine & Spirit Competitions – Autobiographical Article

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Abstract

This paper contains autobiographical article of Jiří Zelený, assistant professor at Institute of Hospitality Management in Prague. It includes practices of the author gained during the largest wine competitions in the Czech Republic and other events connected with wines. Autobiographical character of the article is completed by concrete advices resulting from professional experiences. Successively, this text is linked to different theoretical findings, and so relation between practice and theory is created.

Keywords: event management, professional experiences, wine competitions, wine tasting, spirits

1 Introduction

While initial experiences (practices) are gained by every person since birth, professional experiences in our specialization distinguish us from others, from the family members and from the friends with whom we grew up. Professional experiences allow us to achieve marked goals in our lives, they are an important element for obtaining a better job, and furthermore, they allow us to establish social contacts and friendship or to visit new undiscovered locations. Our experiences enable us to achieve recognition and equally via professional practices we can achieve self-fulfilment. Most of these elements are parts of Maslow´s hierarchy of needs (Catanzaro, 2012).

My professional practices are mostly connected to wines and spirits and in this article I will try to share some of the most important experiences in this field from my point of view. Although most of these advices can be unimportant details for person that have nothing to common with wines, spirits or gastronomy these details are vital for staff working in hospitality. This autobiographical article is divided into several parts. Each part contains different experiences and at the beginning I mention where and how I did adopt these practices.

2   Perspective of Event Manager

Gaining of first experience began in the first grade of my university studies. I started working as a waiter in the most luxurious hotels in Prague. After three years I ended in a restaurant which was among the ten best restaurants in the Czech Republic, placed in highly renowned hotel Radisson SAS Alcron (Anon., 2001). During this long time, I had been accumulating a lot of experiences in communication with guests and professional service. My bachelor thesis was also related to gastronomy, with the title Use of Bitters in Gastronomy. Bitters are the drinks, which are highly valued in the Czech Republic, country with long tradition in bitters production (Zelený, 2012). I had successfully defended the thesis and then I obtained a bachelor's degree with honours. I also passed two bartender courses, barista course and two sommelier courses.

During my master studies I started working as an Assistant Manager in wine magazine. It had been organizing various wine competitions and wine tastings for several years. I began to focus more on wine tasting which was my hobby during studies and in personal life too. After one of the managers in this company had left, I replaced her, and I became PR & Event Manager for all events held under this magazine, including wine seminars, opulent wine tastings and the largest wine competitions in the Czech Republic.

For the two years in this position I had been gaining an incredible amount of experiences regarding leadership, management, professional interest relating to the administration of wine and spirit tasting and wine tasting itself. I had also attended to an international wine tasting course Advanced Certificate in Wines & Spirits International belonging to the Austrian Wine Academy in Rust and I passed with Merit. This education in wine is considered to be of very high quality and is conducted by different institutions all around the world (Gosper, 2012). I had successfully defended thesis on Serving Temperature as a Factor Influencing Characteristics of Wines and finished my master's degree with honours.

2.1   Professional approach to wine judges

Wine judges at wine competitions are like guests in a restaurant, clients that need perfect service. Ensuring sufficient number of professional judges is essential for the competition, for its objectiveness and therefore for valid results and good

reputation of the contest. Although each judge has its weaknesses and strengths, commission of experts is necessary for obtaining results concerning wine quality (Cliff & King, 1997)

Behaviour towards the judges and other persons that are connected with competition is, in my opinion, partly innate and partly learned. My experience is that the effort to offer quality service to the customer must always come from the heart of personnel, and it has to be sincere. Inside every person working in gastronomy, there must be rooted need to provide service at the highest level. No less, people working in event management must go from work every day knowing that the judges who had come to rate the wines were content. I think that personnel need to have certain amount of self-esteem, only then service at the highest level can be provided by full confident and professional people. I have met a lot of clients and some of their demands were not easy to be fulfilled. Even if some of the requests of the judges seemed unjustified to me, in my opinion, true professionalism can be showed by manager or staff at this time. From my perspective, it is good practice to listen carefully to the judge if he or she is dissatisfied, apologize and offer a correction. You should never become upset, most important thing is to keep your mind cool. Analogous advices are mentioned by Humayun (2007).

My experience says that there is no clear instruction or one form how to behave towards judges. Each person is an individual, therefore reflecting the mood and the temper of the judges is necessary. While some of the clients are in a joyous mood, they want to have fun and talk about wine; others require fast service with almost no communication. This fact must be adapted by manager of wine competition. Either universally recommended smile (Bottiglieri, 2004) may not be considered as appropriate in all cultures when foreign judges rate wines during competitions. I think the main issue is to observe utmost professionalism, but also to do everything possible to make each judge feel comfortable during the wine competition. This is the main goal of the staff, but the method of achieving this objective varies depending on the types of judges and committee.

2.2   Leading the team of people during events and organization issues

From most of my experiences related to organizing events I can deduce one cardinal rule: something unexpected always happens and former plans have to be changed. Therefore, the main role of the Event Manager is to be extremely flexible and adaptable. Sometimes this profession is equal to fire fighting. During the event several problems begin to burn at once. Event Manager must be able to extinguish these flames. Mostly, this can be achieved by appropriate communication. Communication as an essential element of Event Management is stated by Arcodia & Barker (2005). The situation is not different for events related to wine tasting either.

Event Manager needs a team of people on whom he can rely on. Subordinates fall under similar pressure as a manager himself. I think the best motivational tool for these employees is a very good working atmosphere, friendship and a lot of fun within the team. This stressful work needs to be balanced with a certain degree of smooth going even during the large strain. Further addition of stress would increase the probability of working failure. According to my experience I can say, that when employees understand that you are in the same boat as them, they are always on their manager's side. Thus, good relationships with your colleagues mean handling stressful job (Steemson, 2013).

2.3   Maintaining the proper conditions for serving wines & spirits

Over 1400 wine samples in total were evaluated in the largest wine competition of the Czech Republic. Maintaining proper temperature of served wines was one of the most important factors during organizing of this event. While ensuring the serving glasses means only the delivering of the required number of glasses at the right time, ensuring the proper temperatures of hundreds of different wines can sometimes seem like magic. I consider wine temperature as one of the most important elements in wine evaluation and in every wine tasting. It was shown that different wine temperatures affect the perception of the individual components of the wine. In particular the perceived amount of alcohol odour, aroma intensity and fullness of the body seems to be diverse with different serving temperatures (Zelený, 2015). Try to pour the same Port wine at temperatures of 12 °C, 14 °C and 16 °C into three glasses. Without knowing which sample is in

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concrete glass, you will be able to find the difference. In case of Port wine these differences are noticeable very easily due to a higher percentage of alcohol. Warmest sample will seem to be more alcoholic, aromatic and with a fuller body. These findings needed to be carefully followed during our competitions. It is quite clear that a different temperature can significantly change ratings of wine judges.

The best solution how to maintain correct temperature is to use the possibility of different settings of refrigerators not only by placing wines into different sections of refrigerator, but also by various placing of wines within each section. By placing in the lower part of the section, it is possible to achieve even lower temperature. The temperature in the upper part of the section may be about 1 °C higher. The bottles must be placed in the refrigerator in advance, taken from the refrigerator at the last minute and measured again before pouring by sleeve thermometer.

Moreover, it must be expected that the temperature of the wine changes significantly after pouring into a glass. Therefore, it is necessary to cool down the wine to even lower temperature then desired for drinking. Unfortunately, it is not possible to adhere to the recommendations contained in the popular science books that temperature of the wine changes around 2 °C after pouring. Temperature leap after wine pouring depends mainly on the temperature of cooling and can vary from approximately 0,5 °C to 3,0 °C (Zelený, 2014). The more the wine is cool the more the temperature rises after pouring.

Another crucial factor in facilitating the smooth progress of wine competition is correct marking of wine bottles that are evaluated. Necessity is the numbering of each bottle according to pre-created list and precise sorting of the bottles. For each bottle there must be strict control. Each winemaker or wine importer has to send two samples of identical bottles for the competition. This is of special importance because of the possible cork taint that can appear in the wine and which is strong negative sensory attribute (Leigh et al., 2009).

3   Perspective of wine judge

With time I gained more experiences, as an Event Manager, as well as the wine judge. During the competitions, I had the opportunity to taste thousands of wine samples from the whole world and participate in various wine tastings. Numerous

lessons and experiences from the evaluations, visiting wine regions in Europe as well as interviews with the winemakers themselves, allow me to provide my own lectures. My first teaching classes were in one of the educational companies. Then I started to have my own classes at the Institute of Hospitality Management in Prague.

There are lots of different procedures for evaluation of wines. Books are full of these recommendations. I think that if one tries to evaluate the wine, he or she should proceed according to some rules or certain system in wine tasting. One can have his own system for the evaluation and with time he or she can adjust this system. For the beginning I recommend verified Systematic Approach to Tasting created by Wine & Spirit Education Trust in London (Wine & Spirit Education Trust, 2012).

According to my experiences, I think that evaluation is a mixture of intuition and rational thinking. Neither shall prevail. When evaluating the aroma of wine it is almost every time a good idea to listen a first impression because olfactory cells have a tendency to blunt with time. During tasting of wine it is necessary to perceive not only basic tastes but also tactile perceptions (tannins, body of wine). For basic tastes we have nerves *Nervus facialis*, *Nervus glossopharyngeus* and *Nervus vagus*. For perception of tactile sensations we use *Nervus trigeminus* (Longo, 2012). Do not be afraid to suck a smaller amount of air in your mouth during tasting. This support retronasal olfaction, a pathway connecting nose and mouth (Anon., 2006). Everything during the wine tasting we find appropriate has to be written on paper. Finally, it is advisable to read the notes and try to determine which wine was drunk. This rational view should be compared with an intuitive one, with the inner voice. As a result we should be able to name the grape variety, wine quality or various components in wine. Wine is like a puzzle that one tries to decipher. It has parts which fit logically but also parts that are necessary to be revealed by feelings.

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Using elements of pedagogical practice for the formation of professional competences of the health care specialist

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Abstract

The article describes the experience of using pedagogical practice in the learning process of postgraduate students at the Department of public health, economics and health care. The thesis shows the algorithm for the training of interns and resident to participate in teaching activities. It is evaluated the positive and negative features of such method of training, possible organizational difficulties in using this pedagogical technique. Also it reflects opinions of the students studied at the Department with application of this technology.

Keywords: competence, health care management, pedagogical practice

A competency-based approach has been introduced in the Russian Federation system of higher education more strongly during last decades due to Russia's joining to common European higher education area and requirements of the market economy developing in the country. Many of the reforms related to the Bologna process undertaken in Russian higher schools aimed to create a conceptual system of higher education similar to the education system in European countries. The main objectives of the Bologna education system are improving the quality of European higher education, promoting mobility of students and higher school teachers and, what seems the most relevant, ensuring successful employment of graduates. According to the foregoing new professional standards for a particular specialty being formed in Russia are tailored to the needs of the labour market and assume the graduates must possess a certain set of knowledge and skills – competences. Changes in the qualifying professional characteristics led to the modernization of Federal

educational standards, which is demanded from high school teachers development of new ways for formation of skills and competence of potential graduates.

In the North-Western State Medical University named after I. I. Mechnikov students study at three departments: medical-preventive, medical and dental. The University conducts educational activities at undergraduate and postgraduate levels. Postgraduate level includes training in a magistracy of public health, internship and residency in one of the 79 fields. The vast majority of departments provides educational process at undergraduate and postgraduate level.

Teachers of the Department of public health, economics and health care management work with students the first, third, fifth and sixth courses, as well as with graduate students, interns and residents. The list of subjects includes history of medicine, public health and health care, some issues of healthcare management.

The application of new educational standards dramatically changed the content of work programmes and the list of formed competencies. The main purpose of teaches of our Department was the formation of students' general-cultural (universal), general-professional and special-professional competencies at a level that would ensure graduates of the Department high level of competence and, accordingly, the demand on the labour market.

Multiple methods, technologies and pedagogical techniques are used in the teaching process at the higher educational school. They can be divided into passive, active and interactive methods. The passive technique is the unidirectional transfer of information from a teacher to a student, active method implicates feedback between the teacher and the student, and interactive method is the cooperation of the teacher and the student in the learning process.

Modern requirements to the educational process imply the priority of interactive methods in teaching professionals as they create an appropriate environment, the opportunity to demonstrate and practice professional skills. The results of the study conducted by Professor Edgar Dale and his followers in the 80s at the National training centre (USA) showed that the most effective way of learning is

to teach others and use the studied material in practice. A similar approach in the educational activities at the graduate level was being gradually implemented by Departments' teachers for several years. Using of interactive methods in the educational activity is not something unusual but it isn't widely applied yet. Masters, interns and residents were offered active participation in the educational process under the direct supervision of experienced employees of the Department.

Healthcare manager is forced to solve problems and questions of varying importance and of different scale in their professional activities. These questions are not only a narrow professional focus, but also issues of broad social spectrum. The level of the special knowledge and skills of masters and residents should be such quality that at the very beginning of his professional activity graduates could analyze and evaluate available information, were able to organize and implement applied and practical projects and to realise other activities for the study and modelling social, economic, epidemiological and other conditions affecting the health and quality of life of the population. The health manager must not only have special professional knowledge and skills but also be able to stand in front of an audience, be able to present information in such way that it became clear and understandable by listeners.

The use of teaching practice elements allows teachers to build and improve the specific set of practical skills among postgraduate students. It is a dynamic process of competence building:

- Lack of skills and ideas about it (unconscious incompetence);
- Training and obtaining skill (conscious incompetence);
- Conscious use that skill in practice (conscious competence);
- Routine use any skill in practice (unconscious competence);
- Understanding the need for further development of skill (conscious incompetence to a new level).

Of course, the use of pedagogical practice in training of public health and health care specialists has a list of difficulties both objective and subjective. At first, it is the level of assimilation of theoretical material by the student. Secondly, this is a principal readiness to speak in front of an audience. Thirdly, it is a feature of the student audience which should be motivated to assimilate the information and which is always ready to ask provocative questions. Fourth, it is the ability and

the skill to present material verbally, the ability to convince, to listen, the ability to quickly find a way out of unusual situations. This list can be continued but even these options clearly demonstrate that the ability to overcome these obstacles significantly increases the quality of competencies and, consequently, the competence of a future specialist.

The Department staff developed the algorithm for the training of resident to participate in teaching activities. The presentation of the expected results of such teaching methods by the curator greatly increases the degree of motivation among interns and residents, tutor explains the contents of each of the stages, rules and requirements, the length of time allotted for training.

At the first stage residents deeply immersed in the process of studying the theoretical foundations of the subject. The volume of material is limited to the curriculum of the undergraduate level. The task of experienced teachers at this stage is to advise students and focusing their attention on particular issues that represent a certain difficulty for perception or for presentation and explanation of material. The obligatory requirement is creation a plan of the certain part of workshop, development and description of selected methods and ways of submission information. At the same time with the self-study material residents are invited to visit practical classes for students that were done by experienced teachers of the Department. Students have the opportunity to see different approaches and different ways of presentation, to exchange views with different specialists, to choose the most appropriate attitude from their point of view. At this stage the teaching staffs of the Department demonstrate the future experts technique of action in typical situations. Furthermore, the opportunity to exchange views with less experienced colleagues, the opportunity to hear some suggestions and maybe even criticisms is the serious positive aspect for teachers.

In the second stage the students have to explain the learned material to their colleagues and the teacher-supervisor. Each of the residents prepares in advance a certain section of educational material. This phase can be presented as a role-playing game where students take turns acting as a "teacher" and the rest participants play the roles of "students." Different potential options of educational material perception by students and even their behavioural response

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are played. The teacher-supervisor, of course, is offered the role of the most active, inquisitive and talkative student, who is ready to put the "teacher" to a standstill by provocative questions and even by not quite adequate behaviour. Using the methodology of role-playing game fosters the development of critical thinking skills, communication skills, the ability to solve unexpected problem situations, practicing the various kind of behaviour. It is worked a number of specific professional competencies in addition to the planned training results.

Supervisor working out the role of "students" in advance is giving the typical content and behavioural errors. Implementation of interactive teaching methods requires further development and adaptation of teaching material. Obviously, it's impossible to develop universal educational materials for such methods of training because all groups differ in the level of preparedness of the participants, their specialization, priorities and tastes.

Mandatory requirement of the game "teacher" is self-evaluation, monitoring and commenting on their colleagues. The participants, guided by the curator, try to determine and comment the "unprofessional" actions of the "teacher" proposing ways for correcting errors. The most effective method of self-training – training others – is used at the same time with the development of skills of constructive criticism, cooperation which are so essential for further successful professional activity of health professional.

In the third stage of pedagogical practice residents are invited to provide a prepared part of practical class or seminar in the real student group. The presence of the supervisor in the classroom is necessary. This is the final stage of pedagogical activity for postgraduate students.

One of the most important parts of this phase is summarising, analysing, self-assessment and commenting on the actions of the participants. The teacher-supervisor should understand that the subject of criticism is not always ready to accept comments from colleagues and even from teachers. Often the natural reaction is a reaction of rejection or acquittal and in this case there is a risk of a conflict. If the comment reached the target, the criticized participant is aware of discussing situation and generates a corrected pattern of behaviour. A very important detail of constructive criticism from the teacher is the selection of good

solutions, the good unexpected findings done by resident. Teacher should analyse these successful actions, to point out the positive consequences and the possibility of using them in similar situations in the future.

"Playing games" in the classroom using interactive techniques, students and teachers possibly reach the main goal – simulate the model of future professional relationships based on competence, mutual responsibility and cooperation.

It was interesting to find out the opinions of the residents and interns about such experiences. Almost all participants noted a significant degree of uncertainty in their own capability in almost all aspects up to the beginning of the preparatory phase. Some students even tried to refuse to participate. The vast majority of respondents had little experience in public speaking in front of an unfamiliar audience. It should be kept in mind that the distinctive feature of the "actions" of senior managers of the health system is not just the oratorical skills as particular but the achievement of a curtain result – to convince opponents in the merits or shortcomings of the planned preventive activities; to explain the staff changes associated with the entry into force of a new law; to give reason their position about the proper/ improper behaviour of subordinates, etc.

Gradually, during studying theoretical material and especially after the training communication skills, level of residents' nervousness has declined and the degree of confidence in their own abilities increased. Of course, the most difficult milestone was holding the first real seminar. And then it was possible to observe how step by step the young people was becoming more and more confident, how the ability to freely and naturally express their own position was forming, how the manner of communication was changing, but often even the appearance of future specialists was changing too.

Exchange of views with residents who were trained at the Department of public health, economics and health care showed that the use of the elements of pedagogical practice in the process of specialists training was highly praised by students. All participants noted reasonability and high efficiency of such methods. Skills and possibilities obtained by residents and interns during teaching practice are, undoubtedly, considerable importance for the formation of competencies

required for preventive, psycho-pedagogical and organizational-managerial professional activities, which are the main tasks of health care manager.

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Thinking about pedagogy in Interprofessional Education

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Abstract

This short paper discusses Interprofessional Education (IPE) and the method and practice of teaching drawing on my experience across three distinct IPE experiences. This paper adopts a reflective approach towards developments in the education of social workers, IPE and my teaching practice within a taught module, a one day case study exercise and the development of a workshop programme delivered jointly with practice educators and set in the practice environment. Along the way the development of competency frameworks are considered. Within each teaching and learning experience the mode of student learning is explored and implicitly evaluated. In the conclusion I return to the theme of increased collaboration between health and social care professionals and the need for IPE.

Keywords: Interprofessional, Education, Pedagogy

In my professional career as a children's social worker working collaboratively with other professionals, parents and carers was the norm. We didn't give it a label of Multi-Agency working or Interprofessional Practice but this was the bread and butter of our work. In this short paper I want to reflect upon collaborative practice and then to think about my experience as an educator as I have worked to promote Interprofessional Education (IPE) and Interprofessional Learning (IPL) within my university, along the way discussing the approaches employed.

In the UK social workers work in a variety of organisational settings including Local Authorities, Charity and Third Sector organisations, the NHS, Schools. Our social work qualification has, and remains a generic one in that we have not been restricted to work with one service user group, for example with children and their families or with older people. But there has been a focus on specialism, both pre- and post-qualification and this is reflected in the provision of pre-qualifying social work education. In addition, over the past few years, we have seen the introduction of government funded fast track programmes for children and family social workers and mental health social workers. In adult social care there has been a move towards the integration of social workers into the NHS. However,

although the social work qualification is generic over the course of their career an individual social worker may work across different organisations and service user groups. In this context IPE for student social workers is as relevant as ever and providers of social work education within Higher Education Institutions (HEI's) must equip students with both context and site specific skills and transferable skills.

Researchers, practitioners and theorists have sought to examine the skills, knowledge and values required for effective IPE/IPL. This has led to the identification of core competencies for Interprofessional working (for example Suter, Arndt, Arthur, Parboosingh, Taylor and Deutschlander 2009) and to the creation of conceptual frameworks. The Canadian Interprofessional Health Collaborative (CIHC) national framework has six competency domains:

1. Interprofessional communication
2. Patient/client centred care
3. Role clarification
4. Team functioning
5. Collaborative leadership
6. Interprofessional conflict resolution

(CIHC, 2010)

In the United States the Interprofessional Education Collaborative (IPEC) Framework, originally published in 2011, and recently updated, has four domains: Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, Teams and Teamwork (IPEC, 2016, p11).

The use of competency and conceptual frameworks supports educators in locating their students teaching and learning experience within a national and international context supported by transnational organisations such as the World Health Organisation (1988, 2010) and increasingly frameworks have embraced social work and social care alongside the medical and allied health professions.

In the UK IPE is encouraged in all aspects of health and social care and is mandatory for many pre-qualifying programmes (Barr, Helme & D'Avray, 2014). The terminology surrounding IPE is wide ranging and terms such as, Collaborative working, Common Learning, the pairing of Inter/Intra/Multi and

Trans with Agency/Professional and Disciplinary can seem bewildering but in context all have specific meanings (more can be read on this in Mitzkat, Berger, Reeves and Mahler 2016) And then we bring students from different disciplines and professions together each with their professional short hand and 'jargon'. So the relatively straightforward definition provided by The Centre for The Advancement of Interprofessional Education (CAIPE) in 2002 communicates the ethos and it is no wonder that this has been adopted as the 'go to' definition for IPE. The definition is:

> 'When two or more professions learn with, from and about each other *to improve collaboration and the quality of care"'* (caipe.org.uk)

Having provided some background information about IPE, with a particular focus on the UK, I'll now turn to some of the initiatives I have been involved in and begin to reflect upon and unpick some of the pedagogical approaches taken. The focus on the development of competency frameworks helps us to identify *what* should be learned from an Interprofessional programme, a focus on pedagogy aims to help us with *how* our students learn and the approaches to take. I fear that I may raise more questions than answers.

The Interprofessional Practice Module

When I joined the University I was assigned to work on a Level 6 module titled 'Interprofessional Practice' (IPP). It was taught to final year, pre-qualifying social work students and qualified Nurses with a Level 5 qualification who wanted to achieve a BSc degree. The content of the module was excellent covering the areas identified in frameworks above and providing a detailed exploration of the political, legislative and policy landscape within which IPP operated. However, measured against the CAIPE definition this was not IPE. The numbers of students was very uneven with social work students outnumbering nurses 8:1, also the delivery was mostly a didactic lecture format supported by individual tutorials for the assignment. This was very much a 'common learning' experience for the students rather than an IPE one. The students had a common curriculum and common learning outcomes but they did not consistently learn together through interaction during the module. They learned alongside one another in the same space but the learning outcomes did not require that practice was shared or

positive service user and patient outcomes referenced. Their learning was not designed to be 'from each other' but to come from the lecturers and guest speakers; any learning from each other was incidental to the curriculum. In evaluation we knew that students valued the opportunity to learn about IPP and to spend some time with the other profession. With hindsight I can see that there was potential for a richer IPE experience. Indeed, colleagues within the Allied Health Professions at my University deliver an IPP module across Occupational Health, Physiotherapy, Radiography and Podiatry which provides common learning through an experiential and interactive real time and virtual learning environment.

The Scenario

In few years ago I worked with Midwifery and Radiography colleagues in adapting an online scenario developed by the Centre for Excellence in Interprofessional e teaching and Learning at Sheffield Hallam and Coventry University. The online scenario took L6 students through a case study with a focus on child protection. The students worked in small multi-professional groups to create hypothesis and action plans at each stage. In doing so they were to discuss professional values and ethics, exchange knowledge, develop understanding of each other's roles and working practice, explore terminology and develop their team working skills.

Student learning was facilitated through a Problem Based Learning (PBL) approach. PBL can be seen as a Constructivist Learning Theory; an active process in which "each learner individually (and socially) constructs meaning – as he or she learns" (Langton, 2009 p 51) and a conscious process of learning. Additionally within an IPE context the knowledge, skills and experience brought to the session by the student is shared, discussed and shaped by professional perspectives other than their own. The placement of IPE activities within the curriculum should reflect this; during their pre-qualifying education students are learning to 'be' and a central part of this learning is the development of their professional identity (Whittington, 2002). Do students need to have a level of security in their emerging and developing professional identity before exposure to other professional groups in a learning environment? Hammick (1998) argues for this and research amongst faculty and students in our University also concluded this. Indeed, this influenced our next project, discussed below.

Collaborative Learning in Practice

My third and final example of IPE is the Collaborative Learning in Practice (CLIP) programme. The CLIP is a five week programme of workshops developed jointly by academic staff from nursing, social work, physiotherapy, podiatry and radiography with Practice Education Facilitators (PEF's) working for local National Health Service (NHS) Trusts. The development, delivery, evaluation and dissemination of the project has been a close collaborative process for the staff involved over the past six years. The programme is delivered to L6 students who are placed within the NHS Trusts for a supervised and assessed period of practice.

The decision to base the programme within a practice environment rather than a University one was taken because it was considered that there was "clearly a need to foster improved interprofessional working and it seems logical that those skills would be best developed in the context in which they are to be employed" (Chaffe, Chapman, Cullen, Dean, Haines, Hollinshead, Howarth, Kennedy, Lloyd-Johnson, Newton–Hughes, Owens, Stephens, and Tudor, 2013, p8) and the teams' "initial discussion was influenced by Barr's (2002) study that suggested that interprofessional learning should take place within a clinical practice setting" (Chaffe et al 2013, p16). The practice base also reinforced the objective of IPE to improve the quality of service user and patient care. Student reflection would be based within the practice environment whether that be a ward or a community team and the student evaluation recognised this.

The programme was built upon adult learning principles, as much IPE is (Barr 2002). The programme facilitated reflection on collaborative working in practice encouraging students to adopt a consciously interprofessional viewpoint; health and social care professions all promote the development of a critically reflective practitioner and the CLIP programme utilised this existing knowledge and skill in a new way. The programme was not compulsory and students were self-motivated in attending (although some were upfront in their wish for a certificate for their portfolio). We also set 'homework' each week and so students also needed to be self-directed in some aspects of the programme.

This raises a question: I began this paper thinking about pedagogy in interprofessional learning but this most recent example owes more to andragogy, adult learning theory. As I write this I consider changing the subtitle but hey, this was always going to be an exploratory paper, a launch pad for my teaching sessions at Saimma.

Conclusion

My involvement in and understanding of IPE has increased over the course of the past 12 years of teaching practice. This is exemplified in these three examples of IPE which begins with a shared learning experience and finishes with a complex programme, developed and delivered with practice educators. I set out to think about pedagogy within IPE and explore the methods and practice which I have used in the past and to think about how I might develop as a teaching practitioner to ensure the best educational experience for students and contribute to improvement in the quality of care for patients and service users. I consider this paper a pit-stop on that journey; an opportunity to take stock. Reflective practice in action. Collaborative working is a vital component of health and social care practice and the strategic direction of service delivery in the UK tells us that it will continue to be so; health and social care professionals will not be returning to their silos.

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Development, implementation and evaluation of a "nurse aide certificate training" in Myanmar

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Abstract

This seminar paper presents the process and outcomes of a successfully completed 2-semester student project: *'Humanitarian Aid and services in the field of health care delivery in developing countries'.* The subject of the study was the development, implementation and evaluation of a nurse aide certificate training program at the Phaung Daw OO (following: PDO) Monastic School in Mandalay/Myanmar. During the winter term 2013/14 a group of nursing students from htw saar Saarbruecken / Germany carried out a 12-weeks nursing training in order to educate nurse aides in a Buddhist monastery hospital in Myanmar. The 200 hours program should contribute to improve and strengthen the nurse aides' body of knowledge of health and nursing and should upgrade their professional career opportunities in a developing country without vocational training infrastructure. Though there was no support by their professor on site, the German students accepted the challenges of the project, succeeded in organizing and implementing the program by themselves and carried it out in their own responsibility. They had to deal with group processes and to find solutions for unexpected incidents. They had to take into consideration the uncertainties related from the nurse aides different body of knowledge and last but not least the cultural characteristics of a Buddhist country in south-east Asia under unaccustomed tropical conditions. The project ended with the evaluation of the program and the nurse aides were awarded a Certificate from the institute of scientific further education at htw saar.

Keywords: nurse aide, student project, certificate program, culturally sensitive care, developing country

1 Introduction

The 6-semester Bachelor Program Management and Advanced Nursing Practice at the htw saar in Saarbrücken /Germany includes as well a 2- semester study project as a 12-weeks internship somewhere in the health sector as a compulsory component of the fourth and fifth semester. The entry requirement for the study is a 3-years professional nursing training or another health profession e.g. physiotheray or midwifery. The students are encouraged to develop their "own" topic of the 2-semester project in order to apply and interconnect their acquired knowledge from study modules like project management, research methods, problem solving measures, evaluation and so on. They are asked to define the

project aims, to manage the personal and financial resources as well as to set the milestones in a fixed period. The study project should prepare students for their future "real life" challenges when they are appointed to conduct a nursing or health project. The lecturers can also suggest a topic, as it has been the case in the project presented in this paper.

Furthermore the students complete a 12 weeks internship somewhere in the health sector. This could provide the opportunity to open up a completely new workplace in this area. We encourage our students to look for an internship abroad.

The idea of this project topic resulted from the author's private contacts to the venerable U Nayaka, the abbot of the Phaung Daw OO higher education monastic school in Mandalay, which is situated in Upper Myanmar. This institution is the greatest monastic school in Myanmar with round about 7.000 students. The abbot U Nayaka is a very famous person because of his tireless efforts in improving the educational system in Myanmar. The monastic schools, particularly in rural or remote areas, play a very important role inside the educational system, because they enable free school education for the poor people. As a whole, the eduational system in Myanmar is underdeveloped and education is unappreciated and neglected by the government for a long time.

The venerable U Nayaka asked the author if she could support him in order to improve the knowledge of his nurse aides, because of their poor career opportunities in a country with unavailable vocational training infrastructure. In march 2013 the author travelled to Mandalay in order to prepare the topics and contents of the training. In a round table with the nurse aides and the hospital's senior medial doctor we discussed the topics and training contents that are urgently needed by the nurses. They have a very heterogeneous and unsystematically acquired knowledge about tropical and chronic diseases and a lack of the basics, in order to understand the relationships about infection transmission, anatomy and physiology. First of all, the aim of the project was to increase and strengthen the health and nursing related knowledge more systematically and secondly, to award them with a certificate which could improve their future study opportunities.

1.1 Educational system and nursing staff at the PDO

Generally the educational system in Myanmar remains underdeveloped and underfinanced with a lack of structural and material resources as well as an overall shortage of qualified lecturers and teachers. The responsibility for higher education is shared by 13 ministries (WHO CCS, p. 5). Applicants for a place at university must pay a lot of money to get one of these places which are assigned by the government. To be able to attend Nursing University, one must have the average mark of 74 in every subject to award the A-level and it takes four years to be graduated of B.N.Sc. At the (only) two universities of nursing in Yangon and Mandalay almost 250 nurses are graduated every year. Furthermore, there are a number of private nursing schools which are operated by retired nurses or a Physician. Those nursing courses' quality criteria are beyond the governmental control.

Officials claim that Nursing graduates are worth to get paid around 300,000 to 400,000 kyats which is round about 250-330 €, but they are paid worse (Nurses salary Myanmar). Due to the worse economic perspectives many nurses and also medical doctors mainly migrate to Singapore or Hong Kong or work in private hospitals in order to increase their income. This will additionally promote the nursing staff shortage mostly in state run general hospitals in Myanmar.

Particularly small monastery hospitals, which are a mixture of a dispensary, a general practitioner's practice and an emergency room, are facing particular staff problems because they are exclusively maintained by charitable grants and international NGO's and foundations. Many poor people from the neighbouring townships use this medial service, the eye-checks and the dentist service at the PDO hospital, because the medical treatment is traditionally free of charge and, if possible, one is asked only for a voluntary donation.

The monasteries are completely independent from governmental politics and influences and all matters are managed autonomously. In consequence, these small hospitals don't benefit from national health expenditures. Currently 13 so-called nurse aides work at the PDO hospital. They failed to obtain the average mark of 74 to attend the nursing university. Throughout the year several international volunteers, like medical doctors, dentists and nurses spend some

weeks in order to work at the PDO hospital. They are the main source of medical and health training for the nurse aides whose way of training is "on –the job" and through "trial and error" with no systematical approach. Some of the nurse aides attended a private nursing course and obtained a more or less small body of medical and nursing knowledge.

1.2 Project description and students challenges

In summer term 2013 a group of 9 students developed, under the author's supervision, the 12-weeks medical and nursing training program. From September to Novemer, a group of six students implemented it in Mandalay, using the criteria of project management. The students had to become familiar with a completely new field of health practice which is far away from everything they are used to know about western health care conditions. They had to organize round about 200-hours theoretical and practical training in their own responsibility and considering the structural conditions at the hospital in Mandalay.

Apart from the unaccustomed climate and cultural conditions in Myanmar, the lack of information about the overall nurse aides' body of knowledge was the greatest challenge. Socialised by the traditional rote learning system during their basic school education, the nurse aides were not familiar with discussion rounds or work groups. Hence the organisation of the courses based on working sheets, practical training and internships in order to accompany the nurse aides during their daily work. We chose films, demonstration material, bought books and anatomy atlases in order to visualize the different training topics, to activate group work and to initiate discussions among each other. We chose the method of problem-based lerning and case studies for learning in small groups. The work sheets contained thematic questions in English language so that the nurse aides could continuously make notes. All in all we prepared 34 work sheets with exercises, remarks and further reading. This leaflet should act as their reference book after completion.

The project consisted of four work packages:

Summer term 2013: Research study during the 4th semester: *,Humanitarian Aid and services in the field of health care delivery in developing countries'.* Researching the literature with specification of the 200 hours course contents and

regarding the most occurring diseases in the hospital which are a cross-section of tropical and communicable diseases. For example we elaborated the seminars with topics like maternal- and child care with focus on malnutrition and diarrhoea, malaria, TB, AIDS, worm infections, but also COPD, stroke and diabetes, which are on the rise, hand disinfection (disinfectant is not available in this hospital, antibacterial soap is used), First Aid, sun-stroke, how to handle broken bones (there are a lot of traffic accidents with motor-bikes), septic and aseptic wound treatment, skin diseases, intra-muscular injections and practical exercises. In order to sensitize the students' behaviour, the summer term also contained as well an introduction to Buddhism and its cultural influences in society and communication as an introduction to the humanitarian and political situation in Myanmar.

September/November 2013/2014 (part of winter term): 12-weeks implementation of the nurse aide training in the hospital of the PDO in Mandalay/Myanmar. Based on their daily protocols the students could continuously evaluate the progress of the courses and, if necessary, adapt the different seminar contents to the nurse aides' different body of knowledge. Every morning, except Wednesday, from 10:30 to 12 a.m. the hospital was closed for the theoretical training. In the afternoon from 2:30 to 4:30 p.m. several practical trainings and exercises were carried out.

Winter term 2013/14: Based on their daily protocols in Myanmar we analysed the implementation phase and developed the instruments for the final evaluation of the training. Furthermore the students had to prepare and organize the final public conference in April 2014 at the htw saar in order to present the project outcomes.

March 2014: Evaluation of the project in Mandalay by the author. In a closing ceremony the nurse aides were awarded a ‚Nurse Aide Certificate‘, issued by the institute of scientific further education (IWW) at the htw saar. Furthermore they got a transcript of records with the course contents and the amount of hours.

In order to finance the students stay in Myanmar, the author applied for grants and the project was funded by the German Else-Kröner-Fresenius Stiftung: www.ekfs.de. Furthermore the project has been selected in 2014 to be awarded with the *'Minster president's award of the Saarland for excellent teaching'*.

2 Context of the project: presentation of the country-specific background

After decades of isolation by a military regime Myanmar's government has introduced significant political and economic reforms since 2011. The National League for Democracy, Myanmar's longtime opposition party, returned to the formal political process with a landslide electoral victory in late 2015. In response to the changes the European Union and the USA decided to lift the sanctions against Myanmar in April 2012 and the former German federal minister for economic collaboration and development, Dirk Niebel, announced the resumption of development cooperation with Myanmar (Deutscher Bundestag, 17/9739; Human rights).

Although Myanmar is a resource-rich country with a great economic potential (petroleum, timber, tin, antimony, zinc, copper, tungsten, lead, coal, marble, limestone, precious stones, natural gas, hydropower, arable land), the country suffers from poverty and belongs to the world's least developed countries. 32,7% of the population live below the poverty line (CIA world fact book). 84% of poverty is found in rural areas and disparities are pronounced across states in Myanmar (WHO CCS, p. 4). Huge economic profits are earned by the informal or black economy with illegal drugs, emeralds, jade and tropical wood trade. The country is the world's third largest producer of illicit opium with an estimated production of 690 metric tons in 2012, an increase of 13% over 2011, and poppy cultivation totaled 51,000 hectares in 2012, a 17% increase over 2011 (CIA world factbook). Rather than the Myanmar society, armed groups, among them ethnic minorities, but also military personnel mainly profit from black economy trade. (Strategiepapier der EG für Birma/Myanmar 2007-2013, p.10).

2.1 Health situation in Myanmar

For a comprehensive understanding of the project idea a short outline of the precarious humanitarian situation in Myanmar will be given: Although Myanmar is accomplishing great efforts to strengthen its poorly developed health sector it remains in a very poor condition. Currently (2014) the total (public and private) health expenditures (of GDP) amount 2.3%. The out-of-pocket expenditures (of total exp. on health) amount to be 50.7% in Myanmar compared to 18.2% in

Finland and 13.2% in Germany (Myanmar Health Care System 2014; Worldbank).

Myanmar faces multiple constraints and risks that may limit its progress. Key constraints include a deficient infrastructure and human capital development (WHO CCS, p. 4). For example, important disparities are apparent in access to benefits between rural areas, where about 70% of the population resides, and urban areas. In the health sector, constraints to improve the health status of the people include: access to basic health services; inequities and service availability; disparities in availability and affordability of essential medicines; adequate infrastructure.

Myanmar has made progress towards the WHO Millennium Development Goals (MDGs): The infant mortality rate (IMR) is a declining trend: between 1990 and 2012 from 98 to 37.5 ‰ (ibid: pp. XI, 80). The current (2010) under-five morality rate (U5MR) showed 46.1 ‰ compared to 130 ‰ in 1990.

The maternal mortality ratio (MMR) declined between 1990 and 2008 from 420 to 240 ‰. Reducing maternal mortality represents a major challenge and will require significant efforts to meet the goal. There is an urgent need of more professional nursing qualification because of the maternal and U5 mortality rates which still remain on a high level as well as prenatal care and counselling. Delays in reaching health facilities are invariably due to poverty, lack of knowledge, remote location or lack of transport. The total fertility rate per woman is 1.9 between 2009 -2010 (ibid: p. 80).

Deforestation; industrial pollution of air, inadequate sanitation and water treatment contribute to disease. Among specific diseases, the leading causes of death and illness are TB (tuberculosis), malaria and HIV/AIDS. The TB prevalence rate is three times higher than the global average and one of the highest in Asia. In 2011, WHO estimated that there were 506 prevalent and 381 incident TB cases per 100 000 population, respectively. About 10% of TB cases are co-infected with HIV/AIDS. Malaria is a major cause of death and illness in adults and children. As per morbidity trend of 1988–2011, the number of cases of malaria range from 4.2 million to 8.6 million a year and 76% of the population live in malaria endemic areas (WHO CCS, p. 9).

Myanmar has identified protein energy malnutrition and micronutrient deficiencies (including iron deficiency anaemia, iodine deficiency disorders and vitamin A deficiency) as its nutritional problems. Ai et al. 2012 investigated N= 872 children aged 6 -36 months in 3 different areas in Myanmar. The results show a high prevalence of stunting, low weight and small head circumference. They also found *"an alarming rate of malnutrition among Burma's children"* (ibid: p. 309) and that stunting was shown to be associated with anaemia. 40% of the children had severe anaemia and the overall prevalence in this population was 72.6% which is much higher than the mean prevalence (49%) in children of Southeast Asia. Furthermore Ai et al. found that 39.7% of children were considered as underweight (ibid: p. 307).

Disasters like destructive earthquakes and cyclones; flooding and landslides are common during rainy season (June to September); periodic droughts are also a major health concern. For example on 2 May 2008, Cyclone Nargis made landfall in Myanmar, crossing the south of the country over two days and devastating the Ayeyarwaddy delta region. According to official figures, 84,500 people were killed and 53,800 went missing. The UN estimates that as many as 2.4 million were affected (WHO CCS, pp. 10, 11).

2.2 Conclusion

The nurse aides were highly motivated and eager for knowledge. Their warmth and openness contributed to the successful course of the project. The students were impressed by the nurses' willingness to get involved in the training. After some days the nurses lost their initial shyness and particiated actively with discussions and questions. Both, the students and nurses learned from each other, and the 12-weeks stay in Myanmar was a very important life experience for the students. They could use their profesional competence in order to contribute to the humanitarian developmental work in a small and clear area like the PDO hospital. The nurses benefit from the training and one of them applied successfully for a study place in nursing science in Australia by submitting the certificate she had acquired from htw saar.

Being on their own the students successfully overcame all the project's challenges and, as a program's side-effect, all of them could improve their English

knowledge. They had to deal and to cope with social group processes and were forced to find successful solutions for unexpected incidents during the training, to adapt and replace the relevant course contents flexibly, if someone of them fell ill. The internship in Mandalay offered the unique opportunity to take a comprehensive look into the peoples' humanitarian situation in Myanmar and their health-related needs. The students could develop a reflexive case understanding about the different cultural ideas of disease and should (hopefully) promote their cultural sensitivity, which should be an essential part of professional nursing competence and clinical judgement.

In winter term 2014/15 three more students were able to spend their internship in the hospital in Mandalay and continued the nurse aides training program at the PDO with focus on family health planning, sex education and dental assistance. Like under a burning-glass the social and health problems in Myanmar are concentrated inside the PDO: There are dormitories for hundreds of male and female children, an ethnic shelter with displaced women and children as well as two orphanages and a kinder garden. Beside the hospital all of these different places in the PDO provide further ideas for internships not only from the nursing profession but also for social workers, economy or engineering sciences. Our aim is to strengthen the connections between the htw saar and the PDO and to keep and develop this very interesting place for further internships for students.

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First Contacts of Russian Chemists with Finnish Pulp Industry

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Abstract

The first contacts of Russian chemists with Finnish pulp industry were established in 1914 in a course of visit of assistant prof. N.I.Nikitin to Gutzait Co factory in Kotka. The brief description of this visit is given together with general characterization of paper industry in the beginning of 20th century is given.

Keywords: Russian-Finnish contacts in chemistry

Increasing of living standards together with cultural and educational demands at the beginning of 20th century result in a fast development of world paper industry. In Russia with its more than 160 million inhabitants (1910) hese demands lead to construction of new factories equipped with the modern facilities. New technologies based on wood chemical treatment became more and more important worldwide for fibre production, and the same one can say about Russia. Also at that time, new technologies employing the wood residues as a raw material were worked out. The first two decades of 20th century were the period of substantial growth of pulp and paper production (Table 1).

Table 1. World paper production at the beginning of 20th century in thousands metric tons/year.

	1908	1913	1920
Germany	1351	1610	1060
Sweden	235	319	230
Finland	108	225	162
Russia	223	338	31
United States	2904	3389	5020
Canada	259	341	1050

Figure 1 shows one of the most high-capacity paper mill Sokol. It was build in Vologda Region. About 1000 people worked at this mill in 1912.

Figure 1. Sokol Paper Mill. The Bank of Sukhona River.

Despite of rather high level of paper production there was a complete absence of the special educational institutions in Russia. Therefore in Imperator Forest Institute in St.Petersburg was open an assistant professor position in Wood Chemical Technology. This position was applied by young Nikolay Nikitin who had just graduated from Forest Institute. To receive an acquaintance with modern pulp technology he was sent in 1914 to Finland to Gutzait Co sulfite mill in Kotka (Figure 2).

During his summer vacations Nikolay Nikitin spent some weeks in Kotka and prepared an appropriate report which is still interesting from the historical viewpoint. The cellulose factory, which annually produced 25 000 tons, was working together with three saw mills and used their waste materials such as sawdust, slabs and wood chippings, which usually comprised not less than 40% of the material. Sawdust then was burned in the boiler furnaces of cellulose factory. Slabs and refuse wood were crashed with a disk chipper and by special net of bend conveyors were transported to the cellulose factory. Chipped wood after screening and separation of fines and large fractions subjected to cooking in nine rotating digesters each of 27 m^3 by volume. This low-grade cellulose after subsequent treatment was used for preparation of cardboard. It should be noted

that valuable chemicals were successfully obtained at the chemical plant as by-products. Among those are methyl alcohol, purified turpentine, acetone, methylethylketone and about 20 other products.

Figure 2. Saw Mill in Kotka.

Economical and political changes provoked by the World War I resulted in significant reduction in pulp production in some countries, especially in Russia (Table 1). To overcome this situation the serious efforts should to be applied in pulp and paper industry.

Shadow economy in hospitality businesses in Prague

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Abstract

Shadow economy in accommodation and catering businesses in Czech Republic is interesting research problem. Just few researches oriented on measurement of shadow economy in Czech Republic were made, none of them oriented specifically on hospitality industry. The article presents the methodology of research measuring the level and incidence of shadow economy in hospitality businesses in Prague. The 200 hospitality professionals from Prague accommodation and catering businesses were searched to assess the upper level of shadow economy. Partial results as respondents´ opinion on efficiency of authorities and measures reducing the shadow economy were presented. Respondents marked the authorities as rather unsuccessful in reducing the shadow economy, for the most efficient tool limiting shadow economy they marked the lower tax burdens and changes in moral principles of society.

Keywords: catering industry, electronic record of sales, hospitality industry, shadow economy

1   The shadow economy definition

The phenomenon of shadow economy is not new economic field. In hospitality industry, especially in Czech Republic, it is still quite unmapped land. The theoretical background for the research is based on the foreign sources because only Fassmann (2007) tried to estimate the level of shadow economy in Czech Republic. Some commercial researches as from Visa (Kearney & Schneider,

2015), or MasterCard (EYGM, 2015) or academics as Schneider (2012) studied shadow economy as macroeconomic problem of whole economy. We tried to capture the forms of shadow activities and to estimate the level of shadow economy in hospitality businesses in Czech Republic.

It is a difficult theoretical problem to define the shadow economy. The authors of the project emphasize the legal aspects of economic activity and come out of the fact that the shadow economy is a complex and multifaceted phenomenon, which is a part of the reproductive process of the whole society. The existence of shadow economy is a manifestation of non-compliance with legal norms and social rules within the framework of economic activities (Vlček et al., 2016). The outcome of the shadow (informal, grey) economy is a redistribution of income (revenue) among the population, entrepreneurs and the state (Goliáš, 2013). Fassmann (2007) characterizes the shadow economy "as those revenues, respectively activities, whose the most fundamental interest is to remain hidden (at least from the authorities of the state repressive apparatus), as well as informal activities or transactions that do not include payments which are designed to save purchases and finally those activities that ultimately lead to the official income, but the source itself, or rather the way of its acquisition is inconsistent with legal rules, regulations and agreements".

The shadow economy based on Schneider (2012) and Schneider & Williams (2013) includes "all market-based legal production of goods and services that are deliberately concealed from public authorities for the reasons as to avoid payment of income, value added or other taxes, to avoid payment of social security contributions, to avoid having to meet certain legal labour market standards, such as minimum wages, maximum working hours, safety standards, etc., and to avoid complying with certain administrative obligations, such as completing statistical questionnaires or other administrative forms."

Its size (range) can be measured with the aid of monetary value of informal production for a certain period of time. In essence, a macroeconomic indicator is involved, which corresponds to the character of the aggregate gross national income. In this context, the statistical criterion is used (Schneider, 2012).

Complex of the shadow economy is defined by so-called elements, i.e. the shadow activities, transactions, payments and receipts, which can be implemented in both the formal and informal sectors. Often there is a blending of these elements between the two sectors. Shadow economy is usually divided into "black" and "gray" (Vlček at al., 2016). Grey economy includes a summary of economic activities which are not illegal directly by their content, but violate common ethical and moral principles of society, are on the edge of the law or just behind it. They can be approximately quantified and are elusive because bribes, illegal work, untaxed income etc. are involved. Activities within the black economy fundamentally violate the laws of the country - in terms of counterfeiting, tax evasion, drugs dealing and others (Žák, 2002). These activities are generally carried out by non-registered economic entities; their level is very difficult and imprecise to be estimated (Kearny & Schneider, 2015).

The volume of gray economy in the Czech Republic was estimated at 15.4% of GDP in 2014, (approximately 600 billion CZK in 2014) and 15.1 % of GDP in 2015 and is comparable with the EU-28. Approximately 2/3 of the gray economy is attributed to work "under-the-counter" and 1/3 to the undeclared income. The European average share of gray economy is estimated at 18 % in 2015 (Kearney & Schneider, 2015).

The research deals with the shadow economy in the area of hospitality and catering services. Unrecognized income in this national industry was estimated at 20 billion CZK in 2015 (Tománek, 2015). Grey economy in the accommodation and catering businesses operates primarily on a basis of cash flows, which is not generated only by payments without accounting documents and undeclared work, but also by provision of reciprocal services and sometimes criminal activity. The bodies of these illegal activities are not only entrepreneurs and managers, but also other employees and, unfortunately, sometimes even government officials. Not only the customer and the state (e.g. tax evasion) is being robbed, but often also an entrepreneur and company employees (Vlček at al., 2014).

2   Materials and Methods

The authors assume the existence of the essential elements of the shadow economy in accommodation, catering and hospitality segments. They agree with the concept of the phenomenon of the shadow economy, which states Fassmann (2007). To estimate the level of shadow economy, the direct survey - the structured questionnaires were used. Aware of the disadvantages of this method, authors decided to analyze the opinion of hospitality professionals (managers and business owners) as an important source. It was assumed that the hospitality and catering professionals have deep insight into the context of shadow activities and their opinion is valuable for the research.

To delimitate the shadow activities the focus group of hospitality and catering experts (4) and academics (4) was organized. The shadow activities were specified and divided into 5 areas – when employee stint the business, when employee stint the customer, when business stint the customer, when business stint the state and labour-relationship activities. To support the results of focus group, the structured interview with 40 hospitality professionals was made.

In cooperation with sociologist from UK Prague, the structured sociological questionnaire was made. Its aim was to confirm all empirically captured forms of shadow activities and to estimate the upper level of the shadow economy. At the beginning of the questionnaire the respondents are introduced to the topic then the characteristic of business follows, respondents lately assume the occurrence and level of shadow economy in businesses with same size and type as theirs. Respondents stated their opinion about shadow economy regulation in the country and at the end the respondent characteristic was traced. To collect the sensitive information is difficult. That is why the sociologists were asked to participate on questionnaire construction. To reduce the misunderstanding of research and to increase the return rate and reliability of research, the questionnaires were distributed personally. Face-to-face interviews with trained researchers were used.

In May 2014 the pre-test of questionnaires on the sample of 100 respondents was passed. Only 73 questionnaires were accepted. After the remake of questionnaires, the main research took place in October 2015 – February 2016.

Respondents who are owners and managers of hospitality enterprises in Prague were extracted; their expert opinion was in play. 520 questionnaires were spread with the intent to collect responses from 200 lodging and 200 catering representatives in the class and category structure which reflects the market. Because of the problems with field research the research sample was cut to 100 +100 hospitality representatives. The collected data were processed with the IBM SPSS software. The data matrix was finished in June 2016. Now the results are processed and will be published.

The specific problem of this sociological research is the probability of respondents´ involvement in the shadow economy. Therefore some questions were uncomfortable for respondents and caused the danger that the answers may be distorted or null. To avoid this research problem, the anonymity of respondents was ensured and questions formulation gave the impression of conventionality and normality of shadow activities. The questionnaire was designed as a collection of expert opinions and the respondent had the opportunity to present his opinion about other people's behaviour, respectively in "what he heard" style. The risk of dishonest replies and declining answers to sensitive questions was delimited but still exists.

For the purposes of this article, only partial results were selected, which will cover the characteristics of the respondents, their opinion on measures that could restrict the activities of the informal economy and their assessment of the success of the fight with the activities of the informal economy.

3 Results

The categories of businesses respondents work for: restaurants (restaurant, self-service restaurant, canteen, fast food), bar (bar, nightclub, pub, wine bar, cafes), hotel type accommodation (hotel, motel, botel), guest house, other collective accommodation establishments (tourist hostel, camp site, cottage settlement and others) and individual accommodation establishments (private accommodation) were specified (table 1).

Table1: Structure of the respondents based on the type of business and number of employees

Type of business/size	Mikro	Small	Lower middle	Middle	Lower big	Big	Total
Restaurant	**10**	**29**	**12**	**7**	**1**	**0**	**59**
Bar	**15**	**11**	**3**	**5**	**0**	**0**	**34**
Hotel	**2**	**26**	**24**	**14**	**7**	**2**	**75**
*	0	0	0	0	0	0	0
**	1	0	1	1	0	0	3
***	1	14	10	3	1	0	29
****	0	12	10	6	4	1	33
*****	0	0	2	4	2	1	9
Superior	0	0	1	0	0	0	1
(empty)	0	0	0	0	0	0	0
Guest house	**10**	**6**	**0**	**1**	**0**	**0**	**17**
**	1	2	0	0	0	0	3
***	3	4	0	1	0	0	8
****	1	0	0	0	0	0	1
(empty)	5	0	0	0	0	0	5
Other CAE	**0**	**1**	**0**	**2**	**1**	**1**	**5**
***	0	1	0	1	0	0	2
****	0	0	0	1	0	0	1
(empty)	0	0	0	0	1	1	2
Individual AE	**1**	**1**	**0**	**0**	**0**	**0**	**2**
***	0	1	0	0	0	0	1
(empty)	1	0	0	0	0	0	1
Total	**38**	**74**	**39**	**29**	**9**	**3**	**200**

Note: CAE – collective accommodation establishment, AE – accommodation establishment. Micro business – 0 – 10 employees, small – 11 – 50 employees, lower middle – 51 – 100 employees, middle – 101 – 250 employees, lower big – 251 – 400 employees, big – more than 401 employees.

The structure of the respondents represents the market structure. We had a problem to collect enough opinions of employees from independent accommodation establishments and other collective accommodation establishments in Prague. The most typical accommodation establishment for Prague is hotel *** and ****, and guest houses. For the catering establishments restaurants slightly prevail. We were oriented especially on micro and small businesses (56 % of all analyzed businesses) because 90 % of Czech hospitality businesses are small and medium sized.

The frequency of responses concerning the opinions on measures to reduce the occurrence of phenomena of the shadow economy is listed in table 2. Respondents were asked to mark the measures on the scale from 1 – definitely yes – effective in shadow economy reduction to 4 – definitely not effective in shadow economy reduction. As the most effective tool to reduce the incidence of shadow economy in hospitality sector, the changes in moral principles of hospitality professionals was marked by the respondents (46.5 %, mean 1.80). According to respondents, the lower tax burden as effective tool was marked (40.5 % of respondents, mean 1.87). These two measures will according to respondents definitely reduce the incidence of shadow economy in the hospitality sector. Also lower pressure to cost reduction and electronic records of sales are considered as effective tools which rather reduce the shadow economy. On the contrary, lower price competition, reductions in administrative regulations and enlarging the business entity and increase of revenues are not considered as effective to reduce the shadow economy activities in hospitality industry.

Table 2: Measures to reduce the incidence of informal economy

	Response rate					
	Definitely yes	Rather yes	Rather not	Definitely not	Mean	Var.
Less price competition	23	68	**76**	28	2,56	0,77
Lower pressure to cost reduction	27	**86**	66	17	2,37	0,69
Lower tax burden	**81**	73	25	15	1,87	0,84
A reduction in regulation (sheets, hygiene standards, mandatory inspections, etc.)	39	64	**71**	21	2,37	0,86
Enlarging the business entity and thereby increase revenues	28	61	**89**	18	2,49	0,72
Changes of moral principles of hospitality professionals	**93**	60	32	11	1,80	0,83
Electronic records of sales	31	**77**	55	31	2,46	0,95

Source: own

It is interesting that according to the largest response rate (Table 3) respondents perceive all offered actors such as those that are rather unsuccessful in limiting the effects of the shadow economy. Respondents rated the actors on the scale from 1 – very successful in reducing the shadow economy to 5 – no interest in reducing shadow economy. Even though all actors are considered as rather unsuccessful in fighting shadow economy, the other state authorities as Tax

Office, Employment Office, Labour Safety Inspectorate, Hygiene Station, the Czech Agriculture and Food Inspection Authority etc. (mean 2.65, var 0.64) and Czech Trade Inspection (mean 2.77, var 0.91) are considered to be more success than others. The business owners and professional and trade union organisations as Czech Confederation of Commerce and Tourism, Czech Association of Hotels and Restaurants are considered by respondents as not fighting with shadow economy.

Table 3: Actors reducing the incidence of shadow economy

	Very successful	Rather successful	Rather unsuccessful	Completely unsuccessful	No interest in reducing shadow economy	Mean	Var.
Business owners	14	48	**79**	21	38	3,11	1,38
Czech trade inspection	15	60	**93**	18	13	2,77	0,91
Other state authorities	11	73	**95**	15	5	2,65	0,64
Professional and trade union organizations	11	47	**90**	28	23	3,03	1,07

Source: own

Discussion and conclusion

The topic of shadow economy in hospitality is still new for Czech academic sphere. During the communist regime the shadow economy was not regulated, it was tolerated by authorities. Until now the shadow activities are broadly accepted in Czech society. The society has changed only slowly. Recently government bodies started to regulate it more strictly. Especially now shadow economy is quite discussed because of the initiation of electronic record of sales. Since 2017 all hospitality and catering businesses should apply the electronic record of sales. Ministry of Finance will take responsibility for the system initiation and operation. The electronic record of sales should bring in the form of increased tax receipts as much as CZK 12.5 bn. CZK. The initial cost of building an IT system are estimated in the amount of approx. CZK 370 mil and the cost of operating and managing IT system by the state in the amount of about 170 mil. CZK annually. But the overall revenues should positively affect the revenue side of state budget. Electronic evidence of sales will affect around 8.9 thousands of active businesses

in hospitality industry and 51.5 thousands of active businesses in catering industry. In final phase, electronic record of sales in Czech Republic could affect 500 – 600 thousands of business units. Ministry of finance of CR assumes that the overall macroeconomic impact of electronic record of sales on the price level will be low and impact on level of unemployment will not be significant. It is questionable if the system will be more efficient than current control systems.

The Czech trade inspection is now the main authority to control the shadow activities breaking the law, its efficiency is low. It has only few tools to punish the shadow activities. Czech Hotel and Restaurant Association tries to control the morality and business ethics in hospitality industry. It is just a professional association without official control competencies. It only works as consultant entity for Czech governmental and control bodies. However it controls its members and together with other trade associations participates in creation of the norms and ethical borders for hospitality industry. The efficiency of other control bodies is low, majority of respondents marked the control bodies as not successful in reduction of shadow economy. On the other hand respondents do not trust in the electronic record of sales either. They stated that only changes in society and in moral principles will solve the intention of hospitality professionals to take a part in shadow economy.

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Food Business Start-Up in Singapore

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Abstract

Singapore is a small island with residents from all over the world. This melting pot has brought a large variety of food and developed eating as a national past time. The food and beverage industry has contributed 1% of GDP and has been attracting many would-be entrepreneurs to venture in. Some have succeeded among many failures. The article examines the unique business environment and looks at the challenges faced by the would-be entrepreneurs. It ends with some suggestions of strategy for starting a new food venture in Singapore.

Keywords: Singapore, food and beverage business, entrepreneur, food venture/

1 Singaporeans and food

If you ask any Singaporean what his or her top 3 past times are, you will sure to receive "Eating" as 1 of the responses.

Singaporeans love food. Here are some facts (Services Survey Series 2014: Food and Beverage Services, 2015):

- In 2014, there were 6,859 food establishments.
- Their total operations receipts was S$8.8 billion with a total surplus of S$553 million.
- From 2012 to 2014, the number of food establishments has increased by 3% but the total operations receipts has risen by 10%.

The support of these glamourous rnumbers came from the population of 5.5 million, comprising 3.87 million of Singapore residents and 1.63 million of non-residents (Singapore Population Trends 2015, 2015). These food establishments were also supported by 15.1 million tourists in 2014 with S$2.3 billion spending on food and beverage (Annual Report on Singapore Tourism 2014, 2015).

The lucrative performance of the food and beverage industry has certainly been the luring facto for would-be entrepreneurs to pick up an apron and join the food parade. The apparent prospects of the industry also look good as:

- Singapore population is projected to reach 6.9 million by year 2030 (A Sustainable Population for a Dynamic Singapore: Population White Paper, 2013).
- The annual tourist arrivals is projected to hit 22 million by 2020.
- The median monthly household income of Singaporeans has been rising at a rapid rate of 20.4% in real terms from 2010 to 2015 (Key Household Income Trends, 2015, 2015).
- Low barrier of entry for food business.

Unfortunately, not all food business start-ups are fairy tales. One Singaporean blogger, Belmont Lay, wrote in in local blog "Mothership" claimed that for every 4 restaurants that open each year, 3 would close down. He cited figures from the Accounting and Corporate Regulatory Authority that 575 restaurants were set up between January and November 2013 but 435 restaurants closed in the same period. The same trend prevailed in the years before (Lay, 2013).

Let's take a look at the Eco-system of Singapore Food and Beverage Industry which provide both opportunities and threats to the would-be entrepreneurs.

2 Eco-System of Singapore Food and Beverage Industry

2.1 Small Land Mass

Singapore land planning is the best reference for the study of "Scarcity and Choice" in Economic 101. With a land area of 719.1 km^2, the city state has to parcel the lands for industrial infrastructures, transportation networks, recreational activities, water catchment, military needs and residential dwellings of 5.5 million Singaporeans (Ministry of National Development Land Use Plan, 2013).

Land Use	Planned Land Supply (ha)	
	2010	2030
Housing	10,000 (14%)	13,000 (17%)
Industry and Commerce	9,700 (13%)	12,800 (17%)
Parks and Nature Reserves	5,700 (8%)	7,250 (9%)
Community, Institution and Recreation Facilities	5,400 (8%)	5,500 (7%)
Utilities (e.g. Power, water treatment plants)	1,850 (3%)	2,600 (3%)
Reservoirs	3,700 (5%)	3,700 (5%)
Land Transport Infrastructure	8,300 (12%)	9,700 (13%)
Ports and Airports	2,200 (3%)	4,400 (6%)
Defence Requirements	13,300 (19%)	14,800 (19%)
Others	10,000 (14%)	2,800 (4%)
Total	71,000 (100%)	76,600 (100%)

Table 1: Proposed Land Uses and Planned Supply. *Ministry of National Development*

Our neighbour Malaysia is one of top world producing countries for rubber and oil palm, we have only a solitary rubber tree standing in the UNESCO Heritage Site Singapore Botanic Garden. There is no space for agricultural production to sustain the whole population. Singapore imports over 90% of the food consumed in the country.

2.2 Multi-racial and Multi-cultural Population

Singapore is an immigrant country. Ever since Sir Stamford Raffles landed in this Lion City in 1819 and subsequently declared it as a Free Port, Singapore has attracted many to come from all over the world; first for money-making opportunities, then some began to settle in this island.

The current population of Singapore residents has 4 main races: Chinese, Malay, Indian and Eurasians (Table 2). These immigrants also brought in many religious practices and cultures.

	2013	2014	2015
Total Malays	13.3%	13.4%	13.5%
Total Chinese	74.2%	74.8%	75.4%
Total Indians	9.1%	9.2%	9.2%
Other Ethnic Groups (Total)	3.3%	3.3%	3.3%

Table 2. Percentage Distribution of Singapore Residents by Ethnic Group (2013-2015) *Dept of Statistics*

No Religion	18.5%
With Religion	81.5%
Buddhism	33.2%
Taoism 1/	10.0%
Islam	14.0%
Hinduism	5.0%
Sikhism	0.4%
Christianity	18.8%
Catholic	6.7%
Other Chri	12.1%
Other Religions	0.2%

Table 3. Percentage Distribution of Resident Population Aged 15 & Over by Religion. *Dept of Statistics*

English	36.9%
Mandarin	34.9%
Chinese Dialects- Hokkien	5.8%
Chinese Dialects- Teochew	2.5%
Chinese Dialects- Cantonese	3.1%
Chinese Dialects- Other Chinese Dialects	0.8%
Malay	10.7%
Indian Languages- Tamil	3.3%
Indian Languages- Other Indian Languages	1.1%
Others	0.9%

Table 4. Percentage Distribution of Resident Population Aged 5 & Over By Language Most Frequently Spoken at Home. *Dept of Statistics*

This culture melting pot element makes Singapore truly a food heaven. A quick browse at food guide portal "Hungrygowhere.com" shows 80 choices of cuisine of different nationality and cooking styles deeply rooted by cultures.

2.3 Many Entry Strategies

Food establishments exist in Singapore in many forms. They include restaurants, cafe, coffee houses, snack bars, food kiosks, fast food outlets, food courts, coffee shops, eating houses, food and beverage serving premises, pubs, bars, food caterers and canteens.

Different setup requires different levels of capital for initial setup cost and recurring operations expenses, which in turn determine the target customers and the price range of the food.
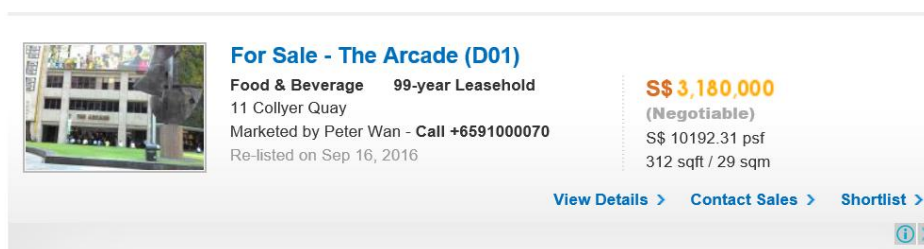
3 Challenges Faced By Would-Be Food Business Entrepreneurs

Like any business start-up, would-be entrepreneurs need to maximise revenue and minimise cost so as to attain a reasonable profit. The environments which we have discussed posed many serious challenges for any food business entrepreneur.

3.1 Cost

3.1.1 Rental

Owing to the scarcity of land, the price of commercial properties is beyond the reach by any usual would-be entrepreneur (Figures 1 and 2).

Figure 1. **Sales Price of A Food & Beverage Unit 29 m^2 at Central Business District.** *CommercialGuru. www.commercialguru.com.sg)*

Figure 2, Sales Price of A Food & Beverage Unit 60 m^2 West Suburban Area *CommercialGuru* *www.commercialguru.com.sg*

The usual approach of a food start-up is to rent the premises to avoid huge initial financial outlay or commitment. However, rental remains as the key cost component of food business in Singapore. (Economic Survey of Singapore 2015, 2016).

Figure 3 shows an example of a 102 m^2 café available for rent at a monthly cost of S$15,000. That needs sales of many cups of coffee and slices of cakes!

Figure 3. Monthly Rental of a Café unit in Central Business District *CommercialGuru* *www.commercialgru.com.sg*

3.1.2 Labour

There is no minimum wage legislation in Singapore. Traditionally, Singaporeans shun jobs in food and beverage industry, because of long working hours, physical strenuous job scopes, shift works and unattractive pay. From 2005 to 2014 when there were fewer restrictions on foreign manpower, the employment growth of foreigners (non-residents) has far exceeded that of the residents (Tan, 2015). Many food and beverage businesses have relied on this low-cost foreign manpower to sustain and expand the business.

From 2010, the Government began to introduce changes progressively to tighten the foreign manpower policy so as to discourage continued reliance on foreign labor and to push for productivity growth.

All these measures have made the Food and Beverage industry an "employee market" where the rank-and-file workers' wages have spiraled up. Yet, statistics show that Singaporeans are still shunning jobs in this sector.

Ministry of Trade and Industry reported that job vacancies in the accommodation and food services sector rose from 5,010 as at Sept 30, 2011, to 7,740 as at Sept 30 2014. Of these, 1,800 waiters, 850 food service counter assistants and 840 cooks were needed. Most of these vacancies had been open for at least 6 months, with employers saying these jobs were hard to fill with locals (Lim, 2015).

3.1.3 Material Cost

With less than 10% of the food consumed in Singapore are locally produced, food businesses rely heavily on almost all food produce, During monsoon seasons when heavy rainfalls destroy the crops in Malaysia and Indonesia, and keep fishermen at bay, the prices of these produce would increase.

Strict regulatory controls of government agencies have kept pork, fowls and eggs, and *sheng* fish out of the market during the outbreaks of pig virus in 1998-1999, bird flu in 1997 and 2013; and the bacteria infected raw fish in 2015. These incidents have impacted all related food businesses with temporary closure.

Rent, labour and materials are the 3 main components of all food and services business (Singapore Department of Statistis, 2016). As shown in Table 4, the share of the 3 components has increased from 79.3% in 2012 to 88.5% in 2014.

Main Costs Components	2012	2013	2014
Manpower	27.9%	30.3%	31.6%
Goods and Materials Costs	34.8%	36.2%	36.5%
Rental	16.5%	18.3%	20.3%
Utilities	4.4%	4.2%	3.9%
Total of Main Cost Components	83.7%	89.0%	92.3%

Table 5. Main Cost Components of Food & Business Services (2012-2014)

3.2 Revenue

3.2.1   Market Competition

From Table 1 above, the total land area where food establishments could be largely found in is only about 251 km^2. In 2014, 6,859 food establishments were located in this small areas with close proximity of about 24 establishments in 1 km^2.

The stiff competition can be easily evidenced with a search for pizza in Clark Quay area produces 22 pizzeria in the 5 blocks of restored warehouses.

In addition, Singapore Department of Statistics defines Food Establishments to include collectively 930 food courts, eating houses and coffee shops; and 200 food canteens. These establishments provide communal dining spaces which each houses 5 – 20 food stalls

3.2.2   Government Grants

Singapore Government has been relentlessly providing grants to encourage business to improve their work processes so as to improve their productivity.

SPRING Singapore administers Capability Development Grant (CDG) which defrays up to 70 percent of qualifying project costs such as consultancy, training, certification and equipment cost in areas like increasing productivity, process improvement, product development and market access.

Productivity and Innovation Credit (PIC) Scheme which is a tax benefit scheme that encourages businesses to engage in innovative and productive activities. Under the scheme, businesses can enjoy up-to 400% deduction or allowances on up to $400,000 of expenditure incurred qualifying innovative activities such as Research & Development; Intellectual Property registration; Intellectual Property acquisition; Design activities, Automation through technology or software; and training of employees.

There are many other grants and incentives which have been assisting start-ups to tie over the initial cash-crunching period.

4 Strategy Suggestion For Would-Be Food Business Entrepreneurs

4.1 Food Quality

"Singaporeans love food" is half true. The complete truth is 'Singaporeans love nice food". Singaporeans are pampered with the large variety of food conveniently available in any location. The island-state is well connected by highways which make travelling from east to west under 45 minutes. Thus, it is common to see Singaporeans travelling all places to find good food.

Word of mouth is the most effective form of advertising and the food has to achieve a confident quality level for a person to refer to friends without fear of embarrassment.

4.2 Hardworking and Ethical

It is common to see successful food business owners start work in the wee hours to get their food ready. They use the best ingredients without cutting corners in their food preparation. They listen to their customers and study the trends to regularly update their menu.   In the initial years, it is going to be long hours of works to get product, operation and marketing right.

4.3 Aim Big

Our fore-fathers preferred to keep business within family, especially food business for safe-guarding of recipe. In Singapore, expansion plan has to be conceived from the start-up period. Expansion helps to reduce production cost and increase revenue.

Proper documentation for food production and operations have to be setup so as to enable portability of business model. A food business may start from a stall within a food court but is to be expanded to another location to test consistency of food quality. It is then planned to establish a central kitchen to supply to other expanded stalls. The business could remain as self-owned or be franchised,

4.4 Be Innovative

The presence of technology in food business is currently seen mostly in marketing and customer servicing. It could be expanded into operations to improve productivity.

Innovation is not necessary related to technology. A paradigm shift could help entrepreneurs to think of better marketing ideas to reach out to their target customers.

5 Welcome to Singapore

The food business will always remain competitive in Singapore. Singaporeans' appetite for nice food will be more demanding after all the eating experiences. This is an unforgiving industry where we could see rapid rise and decline of food businesses. Fly in to the island state to enjoy the unique 'eating' experience.

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Knowledge-oriented Case Management: Opportunities and Constraints

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Abstract

In rapidly changing and highly competitive business environment, companies seek to increase their efficiency, and knowledge-oriented Case Management (CM) allows them to respond promptly to changes in business processes and information processing methods. This paper deals with the issues of Russian and international researches in the field of knowledge-oriented CM implementation and how it can be properly supported by contemporary information technologies. It is theoretical study based on literature review, analysis of large volumes of information, and findings of investigations in this field. The main goal of this paper is consideration of the issues of Case Management implementation, the main stages and domains or areas of applying. The objectives of this paper are features and capabilities of contemporary ICT and systems applications for supporting of knowledge-oriented Case Management. Original contribution of the work is based on consideration and evaluation of Case Management Systems (CMS) as tools for knowledge workers support.

Keywords: knowledge economy, knowledge-intensive processes, case management

1 Introduction

Information society development is characterized by a number of peculiarities, among which the most important are such as increasing the role of information and knowledge, the creation of a global information space, the development of the knowledge economy and innovative approaches to the use of modern information communication technologies (ICT).

The knowledge-driven economy launches new challenges and opportunities for society and business. Obviously, that peculiar actions, technologies and information systems are needed to support and take advantage of these

processes. This evolution can be enhanced by the adoption of Case Management (CM) that is able to reduce the cost of dissemination and gathering knowledge. Case Management is the management of collaborative processes that coordinate content, knowledge, and resources to progress a business to achieve a particular goal, where the path of execution is often unpredictable and where human judgment has significant influence for determination of how the end goal can be achieved. Now Case Management can be discussed as an effective tool for forming corporate knowledge (Serova 2015).

The research problem is focused on the Case Management applying for support knowledge-intensive processes. In other words, the problem the author works with here is: How organizations can successfully use Case Management for support of knowledge-intensive processes and forming corporate knowledge. This paper focuses on the issues of capturing, gathering and sharing knowledge within an organization with the use of CM. The research questions are:

- In what way organizations can capture, gather, and share knowledge with the use of Case Management?
- How Case Management system implementations support knowledge workers, improve quality of client care, and achieve efficiency of knowledge processes?
- And finally, what classes of information systems are more appropriate for Case Management support?

Original contribution of the work is based on consideration and evaluation of Case Management Systems (CMS) as tools for knowledge workers support, achieving efficiency of knowledge processes, and improving quality of client care.

The rest of this paper is structured as follows: Theoretical background, Literature review, Analysis of main theoretical findings and results of Russian and international researches, Practices of Case Management implementation, Conclusion.

2 Theoretical background and literature review

The theory of the Information Society considers the information and media as the primary sources of social development. It prioritizes knowledge and its applications. The term "knowledge economy" was introduced in the 1960s to describe a transition from traditional economies to ones where the production, dissemination, and use of knowledge are very significant, nowadays the term "knowledge economy" is often used (Drucker 1969; Grant 1993; Romer 2001; Snellman and Powell 2004). We have now progressed from the knowledge-based economy to the knowledge-driven economy. Moreover, it can be accumulated in a powerful system of national and international resources, paying its way many times and bringing profit. The term "innovation economy" is also used to describe a new form of economic organization that highlights a special role of knowledge and innovation, primarily scientific knowledge (Davenport, Leibold, and Voelpel 2006; Nevel et al. 2009). Andreeva, Garanina and Ryzhko (2015, p. 2) insist that the ability to manage the company's intangible assets - intellectual capital - is one of the core competencies of the company in today's economy. Such assets may generate up to 50% of the market value of the company. According to (Roos and Roos 1997, p. 415) Intellectual capital is the sum of the "hidden" assets of the company not fully captured on the balance sheet, and thus includes both what is in the heads of organizational members, and what is left in the company when they leave. Intellectual capital can be divided into three main elements: human capital, relationship capital, and organizational (structural) capital (Volkov and Garanina 2007, p. 87). Knowledge management (KM) practices can be conceptualized as the set of management activities that enable the firm to deliver value from its knowledge-based assets (Inkinen, Kianto and Vanhala 2015, p. 433). Figure 1 shows the using of knowledge management practices in Russian companies. Intellectual capital is the most important source for sustainable competitive advantages of companies. So, nowadays, the focus on supporting knowledge workers is very significant and on the first place there is a need to support the knowledge intensive processes – processes of reasonable and right decision making. These processes can be improved by implementation of Case Management that allows of reducing the cost of gathering and disseminating knowledge. The contribution of Adaptive

(advanced) Case Management (ACM) to innovation has been achieved most notably by reducing transaction costs between companies and other actors, especially in areas such as information search, saving, analysis, and sharing.
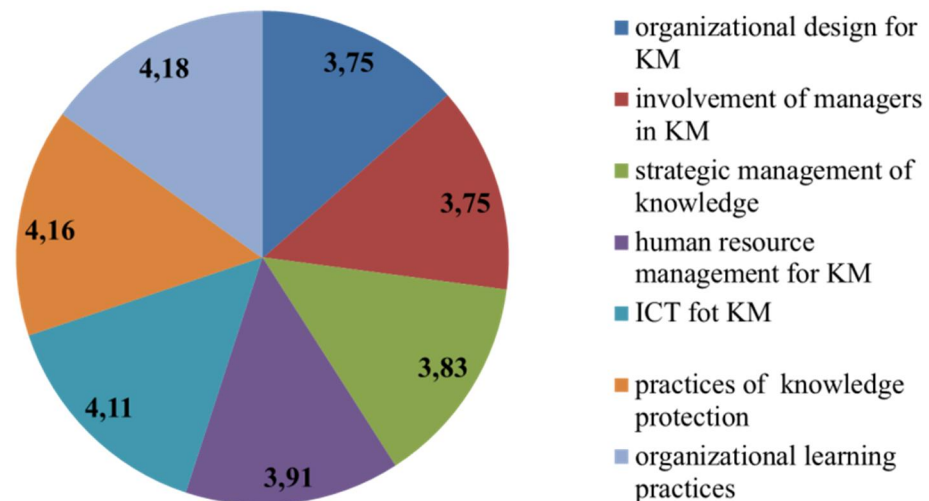

Figure 1. Knowledge management practices in Russian companies: the level of using (maximum is 5). *Source: Andreeva T., Garanina T. and Ryzhko A. 2015. Knowledge management and Intellectual Capital in Russian Industrial Companies. Results of the Research - 2015. St. Petersburg: St. Petersburg State University, Graduate School of Management.*

Case Management is the management of long-lived collaborative processes that coordinate knowledge, content, correspondence and resources to progress a case to achieve a particular goal; where the path of execution cannot be predetermined in advance of execution; where human judgment is required to determine how the end goal can be achieved; and where the state of a case can be altered by external out-of-band events (White M. 2009, p. 2). Case Management is vital to the successful work of many companies, and is considered as an important factor to supporting knowledge intensive process. Davenport (2011) and Richardson and Hope (2003) state that Case Management recognizes the importance of knowledgeable case managers for better customer service who, instead of being eliminated through process automation, are given the authority to make decisions about the progress of client cases and coordinate the service provision with other parts of the organisation. With the emergence of

knowledge work, Case Management was picked up by knowledge management experts and it was seen to take on a new role – that of improving knowledge workers' productivity (Davenport 2011; Richardson and Hope 2003; Serova 2015).

Throughout the literature Case Management has been considered as a strategy (Ross, Curry and Goodwin 2011), a process (Davenport and Grover 2001; White 2009), and technology (Davenport 2011; De Man 2009; Reijers et al. 2003; Van der Aalst., Weske and Grünbauer 2005; Weber, Mutshler and Reichert 2010). The more widely used definition is provided by the Case Management Society of America (CMSA): "Case management is a collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual's health needs through communication and available resources to promote quality cost-effective outcomes" (CMSA 2009, p. 2). This is a standard definition used by the authors from varying business spheres (without the healthcare context), for example, technology/process management literature (De Man 2009, p. 2). Previously, custom-built Case Management solutions could be found across a number of traditional domains such as healthcare, social care, legal practices and government cases, but more recently renewed efforts have been made to apply Case Management applications in new knowledge-intensive domains and strategic areas such as project management, incident management, investigations, and audit (Janachkova and Li 2013, p. 3).

3   Russian and international research studies: analysis of the main theoretical findings and practical results

In this stage of the study, the author uses the research method based on literature review, analysis of large volumes of information, and findings of investigations in the field of Case Management. Interest in Case Management has climbed higher and higher throughout 2009. According to Forrester Research "Dynamic Case Management — an Old Idea Catches New Fire" (Moore, Craig, Viti 2009, p. 1) CM Drivers are:

- An increased need to manage the costs and risks of servicing customer requests — like loans, claims, and benefits;

- A greater emphasis on automating and tracking inconsistent "incidents" that do not follow a well-defined process;

- New pressure on government agencies to respond to a higher number of citizen requests;

- New demands that regulators, auditors, and litigants place on businesses to respond to external regulations;

The increased use of collaboration and social media to support unstructured business processes.

The key characteristics of Case Management are: information complexity, knowledge-intensive, and variability. CMSA (2009, p. 5) suggests that the goals of Case Management are: The Case Manager shall facilitate coordination, communication, and collaboration with consumers, providers, ancillary services, and others in order to achieve goals and maximize positive Consumer outcomes based upon individual assessments of Consumers' needs. According to Case Management Society of America (2009, p. 6) there are sixteen CM functions, the author believes that the main of them are:

- Use a Consumer-centred, strengths-based, collaborative partnership approach;
- Use a comprehensive, holistic approach;
- Practice cultural competence, with awareness and respect for diversity;
- Facilitate informed choice, consent, and decision-making;
- Pursue professional excellence and maintain competence in practice; and/or
- Use process and outcome measurement, evaluation, and management tools to improve quality performance.

Workflow Management Coalition (WfMC) proposed the term Adaptive Case Management (ACM) in 2010. Adaptive Case Management is information technology that exposes structured and unstructured business information (business data and content) and allows structured (business) and unstructured (social) organizations to execute work (routine and emergent processes) in a

secure but transparent manner (WfMC 2010). Adaptive Case Management is an approach to work that supports knowledge workers to get their work done; it's a technology that allows managing the process of solving the problem, depending on the situation. One of the main characteristics of ACM is flexibility.

Production Case Management (PCM) is an approach to supporting knowledge workers, which is programmed by specially-trained technical people (programmers) to produce a Case Management application. That application is deployed for use by knowledge workers to get their work done. The application offers collections of operations that the knowledge worker can select to use or not use depending on the specific needs of the case (WfMC 2010).

Case management has evolved into a knowledge-based system, which leverages multiple technologies (such as BPM, content management, document management, collaboration tools and predictive analytics) to analyse and bring structure to knowledge-intensive processes (Forrester 2010; Davenport 2011). However, such systems are only beginning to arise and scientific researches and empirical data will be required to validate these claims and assess the effectiveness of newly emerging Case Management systems on the market. The main reasons for implementation of Case Management systems are limited data collection and data extraction capabilities. One more reason for this is poor coordination and communication between business actors, in particular uncoordinated transitions of clients between providers and duplication of business-processes across different departments because of inability to share information and work collaboratively.

The first Information Systems for Case Management supporting appeared at the end of last century, in the early 1990s. They were starting with client databases, calendar, documents, and basic reporting tools. At the last ten years IS supporting Case Management practices have developed significantly.

At present, ACM systems are at the junction of classic enterprise applications (Figure 2):

- Business Process Management (BPM);
- Enterprise Content Management (ECM);

- Customer Relationship Management (CRM);
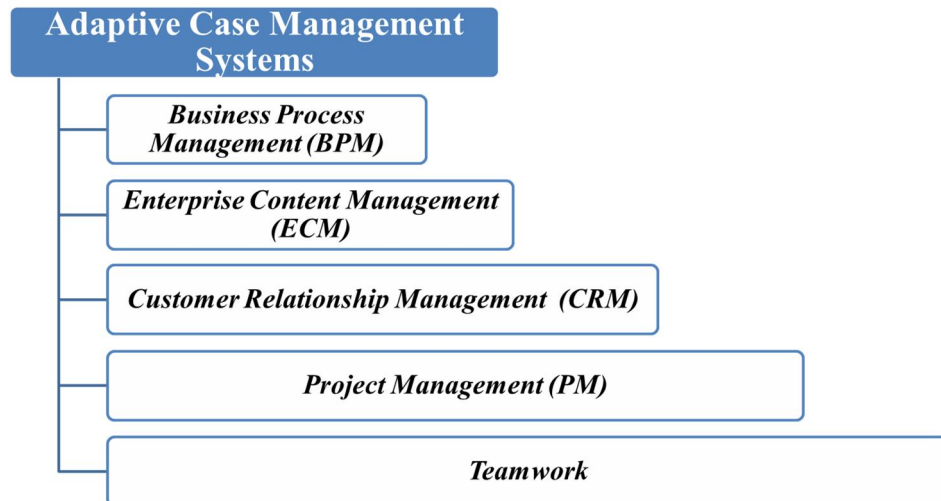- Project Management (PM);
- Teamwork.

Figure 2. Adaptive Case Management Systems

However, these technologies and systems are not sufficient to address the key problems, which are mentioned above limited data collection and data extraction capabilities, poor coordination and communication between business actors, in particular uncoordinated transitions of clients between providers and also duplication of business-processes across different departments because of inability to share information and work collaboratively. At the same time, Business Process Management and Content Management Systems have the necessary functional capabilities for solving such kind of problems. BPM and ECM systems with specific support for knowledge intensive processes can be discussed as the more appropriate solutions to Case Management.

One of the key advantages of CM applications is that they enable easier integration between departments than many other systems approaches. This approach ensures smooth integration between departments whose internal processes might be drastically different.

As a rule, Case Management is implemented on client level and does not interfere with existing organisational processes and structures. The other challenge of

Case Management applying is cultural. The implementation of CM systems requires consolidation of infrastructure and people to understand the impact of modern technologies on everyday business practices and the need for data management and analysis.

4   Practices of case management implementation

Currently ACM actively are used in the following areas:

- Complex services provision in health care, jurisprudence, finance, reporting and informational support, conduct of client affairs;
- Development of complex products and conducting marketing campaigns;
- Social sphere and social initiatives, etc.

The best practices of Case Management successful implementation are related to the health care and social sphere. One of the main goals of Case Management is to provide social services by the most effective way. National Association of Social Workers (USA) has been developed the Standards for Social Work Case Management (NASW 2013). Thus, the case management - is a client support in solving its problems from the beginning to the end.

Business Process Management and Enterprise Content Management suites alone are insufficient for Dynamic Case Management, but the convergence of BPM, ECM, business analytics, and event processing will breathe new life into Case Management. Lean initiatives to improve business processes will also shine a spotlight on Case Management. These forces will push document-centric BPM suites toward packaged case management offerings (Moore, Craig, and Viti 2009, p. 11).

As a rule, implementation of CM in organizations is carried out in the following four stages:

- Statement of the task and case opening
- Research and choice of the way of solution
- Realization, monitoring, and evaluation
- Closing of the case, reporting, pattern saving, and archiving.

In the Russian market there are now the most famous case-products of the following vendors: IBM: Adaptive Case Management; SAP: RCM; EMC Documentum: xCP; Open Text: Case Management Framework. Each of the vendors implements their understanding of the concept of the Case Management, taking into account the best features of its own platform (Table 1).

Table 1 The most popular Case Management Systems in Russia

Vendor	Soft - CMS	Distinctive characteristic
IBM	Adaptive Case Management	Completeness of Case Management functionality Industrial system integration of business rules management iLog
SAP	RCM	Integration of Case Management and Record Management in a single package Unlimited mutual nesting cases and records
EMC	xCP	Integration of the system mass input Captiva Integration with industrial systems of business process management
Open Text	Case Management Framework	Built-in ad-hoc workflow management system Integration with SAP ERP and SAP RCM - for example, the ability to establish a connection between the business-object and case

Source: CNews Analytics, 2011. Will it help case management business?, Available: http://www.cnews.ru/reviews/index.shtml?2011/02/03/425818_2 [accessed 01.11. 2015]

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