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ALTERNATIVE TRAINING AS OPPORTUNITY FOR THE BUSINESS ORGANIZATIONS

Education should help people to understand better themselves and other people through a better understanding of the world around them. The acquisition of knowledge is a way of looking at global events and the transformation of everyone into citizen of this world. Everyone should adopt the principle of life-long learning, to multiply their knowledge, to develop their skills and qualifications and to adapt to the changing world.

Training and development helps to optimize the use of human resources, which helps additionally to the employee to achieve organizational and individual goals. The constant development and upgrading of the professional qualification of human resources, increase their ability to "produce" additional value and multiply the characteristics and qualities of human capital.

For example, it should take into consideration the organization and implementation of the programmes to define the needs and objectives of training and especially what are the possibilities of the organization for the application of modern methods and means of training. Many activities to access the effectiveness are carried out by designing and conducting the training. Such as: define the main methods and criteria for assessing effectiveness, conduct tests to acquire knowledge, questionnaires to assess the participants' satisfaction from the provided education.

In this sense it appears that assessing the effectiveness begins even before the practical conduct of the training programmes — at the stage of determining the needs and goals of training, which outlines the main objectives and criteria of the effectiveness of the training.

Importance acquires so called "informal learning" step towards its recognition is the development of framework programmes [1]. They define the conditions under which people with experience in a profession can get state exams and after their successful pass to receive a document certifying professional qualification. The Framework Programme regulate the conditions under which can be taught by an individual education plan, taking into account the experience and competencies of candidates. It could be organized classes in theory and practice. The framework programmes define the ways in which are designed the content of professional training of people who have participated in professional training or have a professional qualification in a similar or completely different profession. The main objective is to recognize the acquired competence.

Business representatives described as an important part of professional training forming of entrepreneurial spirit among students. Representatives of PTC (Professional Training Centre) think that it should be included subjects such as human resource management, psychology and motivational courses. The emerged need of "work with people" is real and it should be considered in the design of the educational plans and programmes in order to form the competencies related to specific skills and attitudes. The business organizations need that training to prepare people adequate to the modern requirements. They must be communicative, hard working, organized, able to cope with specific problems. Another often shared opinion is that the teachers should teach theory, but professionals working in the field must be engaged in more practical training. This opinion is shared by representatives of professional training centers.

The lecturers must be the leading figures, but the participation of specialists with experience is required.

The legislation offers various forms for conducting professional training. For example, article 40 of Law for Professional Education and Training (LPET) [2] provides a possibility for people, who have acquired professional skills and exercising a profession to legalize acquired professional skills and get a nationally recognized certificate. Considerable efforts are needed towards the validation of acquired knowledge and skills and make this possibility real regulated by LPET.

LPET provides an opportunity for flexible learning, such as: training to acquire a profession by several short courses which are part of that profession; depending on the capabilities of the student; training according framework programme with an option to upgrade above a certain level of competence; informal learning; self-study and others.

The increasing role and importance of the training activities and development lead to increase the number of methods used in this activity. The methods range from lectures to complex business lectures games. To simplify the presentation of the numerous methods used for training and development, they will be considered in terms of the qualities to which they are targeted.

– Technical skills — to develop the technical skills are mainly used three methods: job rotation, mentoring and courses.

– Humanities qualities — the importance of human qualities explains their inclusion in many programmes for training and development. It is very difficult to describe the methods used in real practice. Some of them include games of roles, evaluation of behavior and its modeling.

– Conceptual and diagnostic qualities. The development of conceptual and diagnostic qualities with training programs is achieved relatively difficult. These qualities are achieved mainly by the accumulation of experience and time. However, there are some methods that can facilitate the finding and development of these two important qualities:

– The business management games and group discussions may be useful also, which are used for evaluation. One of the most popular methods is the so-called "event analysis" (case). The analysis of the case proceed in the following way: the participant (in an internal or an external programme) must:

1) find the main problems and reasons, which cause them;

2) propose some actions to solve the problem;

3) choose the most appropriate solution.

– Group discussions help the participants not only to define their positions, but may contribute to develop such important human qualities, such as: respect for others' opinion, ability for teamwork and others.

The traditional methods of teaching are not the most preferred by both: the trainers and the trainees. The consequences from the monotonous methods in the learning process are known — loss of interest, lowering the motivation of students for active participation, deny of training.

The unconventional methods of training such as: development and generation of ideas (brainstorming, snowball, brain maps), selection of ideas (dissonance, aquarium, ball bearing, moderation), learning by imitation, method of four steps, method of leading text, design method, are increasingly preferred in professional training [1].

Education in training companies (ETC)

ETC is a model of a real company and as it is in reality is structured in departments: Human Resources, Secretary, Marketing, Sales, Controlling, Accounting, Logistics, etc. The trainees go through different departments and made specific work for each job — from supply, through provide the services to distribution. The trading and administrative work is performed in accordance with commercial practice and the legislation. In fact, the goods and services as well as necessary for payment money, actually do not exist. The information and documents necessary of the traders are exchanging by using modern technologies.

The advantage of ETC is the simulation: the decisions in real business which can lead to company loss in this case this can be trained. They are part of individual experience of the trainees and an important factor in the learning process. Purpose of training in ETC is interdisciplinary, problem-oriented teaching to achieve practical knowledge, which can be applied in every day activities in any company, as well as the links among the company. It happen through active

methods of learning and in the center of the learning process is put the personality of the trainee. The process of learning is mainly a result of the actions of the trading partners, as this circumstance lead to a high degree of motivation from the trainees.

Stimulating of entrepreneurial thinking, discovering and understanding the economic relationships and interactions, master of key skills such as: the ability to work in a team; network thinking; language competence, the application of foreign language knowledge, form the mobility and flexibility in international labour and professional activity and constitute the basis for lifelong learning.

Education in ETC creates a new situation for teachers. They become consultants, trainers of the trainees. This put new requirements for their communication skills and skills for cooperation.

Modular training

The implementation of modular programmes for professional training appears in result of the need to update the school documentation in accordance with European standards and the introduction of new effective teaching methods which improve the quality of professional training. Thus the expectations for improvement of the opportunities for the labour market could be met.

The initial experience of carrying out a professional training based on modular training is accumulating in the system of professional education. The modular training is multiply based on the reported positive results in professional schools and institutions of continuing professional training [1].

Like any other training and for the modular training, the first step is the preparation and approval of the curriculum. The package of training documentation consists of curriculum and training modules. It is developed fully in accordance with the objectives of the training. The curriculum provide an opportunity to reach the intended level of training — a part of the profession or to acquire the level of professional qualification. Training based on a modular principle offers opportunities for students to build each training module and any further level above the previous ones. Reaching the next level of qualification is done by building above the established knowledge and practical skills in the previous level.

Each module is a set of topics and tasks for learning and acquiring knowledge, skills and professional and personal competencies. The theoretical knowledge and practical skills necessary to perform a given activity are combined optimally in each module [1].

Modular training is based on a credit system. Credit is a unit of acquired professional competence and equals in a certain number of hours: 72 hours of training at the training institution and about 80 hours of training on a particular job.

Another important point in the training, based on a modular principle, which is also regulated in the curriculum is the evaluation system. The system must also meet the professional competencies set out in state educational requirements for acquiring qualification by professions. The acquired theoretical knowledge and practical skills in each module are assessed through the implementation of theoretical and/or practical tests (assignments).

For each module is developed a strictly regulated system of evaluation, which determine the number and type of tests and the participation in percents of each of them in the final assessment for the module.

The criteria of assessment are defined for each of the tests which are associated with training purposes. The lecturer develops tools for assessment in accordance with the set criteria. One of the main characteristics of the evaluation – objectivity is achieved by the use of established evaluation system in each module with the same requirements and criteria for all students. A major challenge in modular training is to regulate the functions, rights and obligations of trainees. While in the traditional system of professional training the trainer is the central figure, in modular training in the center of the learning process is the learner.

One of the most important tools by implementation of the ideas and organization of modular training is the training package. It is the main source of information for the trainee and means for his individual work in training and by self-training.

The training package is being developed by trainers. The content is structured and presented in a specific way, different from the structure of the textbook. There are already textbooks for organizing modular training, but the training packages and educational materials are not enough.

The modular training has proven advantages, but only if it is conducted in compliance with all methodical, personnel and material requirements to ensure quality. In this connection, it is necessary to refine and activate the system for external verification in the institutions, which apply modular programmes for professional training.

By advanced technical training facilities and highly qualified trainers, the trainees complete the relevant form of professional training. They become well prepared for independent work and competitive for the labour market.

Professional training based on modular principle is perspective and must be promoted. its application is in the training of people with years of experience as well as people with special educational needs.

The modular training allows for more effective involvement of the individual in the professional training in accordance with its capabilities, needs and attitudes, increases the chances of adaptation and realization of the labour market.

Training through Internet and the new technologies

The widespread access to the Internet is a revolution in the way how the organizations train their employees. There is more control over the learning process by the methods of e-learning. The lack of many programmes for e-learning suggests that organizations will benefit from a range of research-based principles to provide a good e-learning of the students.

E-learning as an applied area has an enormous potential impact over the continuing and distant education, over the qualification and lifelong learning, over the quality of life and competitiveness of individuals in a globalizing world. E-learning can play a major role in providing access to useful information in the incredible volume of data available today.

In this respect, lifelong learning could be seen through the prism of e-learning implement in virtual educational organizations. These organizations may be en-

tirely virtual institutions as well as online expansion of existing educational institutions, educational fairs or online courses [3]. The organization invest more money in education than ever before in this rapidly changing world.

The improvement in technologies and research for training is an important progress in the development of educational technology. E-learning is a wide range of applications and processes such as web-based learning, computer-based learning, virtual classrooms and digital graphics. E-learning can provide information through a variety of formats such as graphics, video and audio files, animations, models and visualization quite different than the traditional textbooks [4].

E-learning allows training of geographically dispersed workforce as the learning can take place anytime, regardless of location. Training programmes can even be structured so that the students have the opportunity to cooperate by solving the tasks. Typically, the traditional training is held in so-called synchronous learning environment where students solve the current problems together in "real time". In contrast, e-learning can be designed so the students can follow individually structured training programmes, which usually are referred to a work in asynchronous learning environment [5].

In addition, the organizations establish practice to take advantage simultaneously of both training — electronic and traditional. The instructor leads them and includes training programmes, which are combination of classroom and computer-based training techniques. The students can interact in the classroom and to work on learning tasks at any time and in any place by methods of e-learning in these programmes.

These training programmes have the potential to improve the teaching quality by satisfying the needs of students, who perform better in the classroom or by the web-based learning techniques [6].

Another benefit is that e-learning provides a unique opportunity for control by the students themselves.

The control of the training generally refers to the "mode of instruction in which one or few key functions and further decisions are delegated to the student" [7]. In other words, students have the options which traditionally are assigned to instructor or the controlling programme. Many elements apart from the control are included from the design, including content control, sequence, pace, context within which to learn, method of presentation and delivery of content selection, incentives and tasks.

E-learning apply a technology that allows learners to choose a material that is more important to them and to move at their own pace through a flexible sequence of themes.

Some researches [8] have found that the effectiveness of e-learning as a whole is effective in training sessions from 45 to 60 minutes and in a condition that the training is conducted on topics directly connecting colleagues or the participants could exchange skills and knowledge for the working place.

Many changes must be done — personal and institutional in order to succeed the distant education. One of the reason for the low spread of e-learning in the country, along with the recognition of its advantages is the lack of well-trained

specialists to participate directly in that process. Many distant courses are organized without meeting any requirements or related to the relevant regulations at the moment.

Human resources management become one of the most important issues in the contemporary social science in the time of global changes in the economy. Its importance has grown up in the recent years of the century, shaped its new role of importance. It has been outlined the need for its specific change in accordance with the increasing requirements toward the quality of the specific human resource and the new market conditions. The leading role of this resource is determined by its possibility to multiply knowledge and experience accumulated over the years and to create conditions to increase the effectiveness of all other resources.

In this aspect, the science and practice proved that the development and the existence of any organization depend on the qualities and competencies of its human resources.

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