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EFFECTIVE TEACHING METHODS FOR KNOWLEDGE TRANSFER IMPROVEMENT

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Abstract:
The pressures at every level of training and education in the 21st century are paradoxical. We must reduce costs, increase student numbers and improve quality. The main question still remains: how can we personalize and customize learning and yet make it efficient and effective? Along the way, we have seen the birth of the "virtual universities". Higher and corporate educations are seeing the most dramatic challenges and opportunities, but primary and secondary education are gradually digitizing too.

In accordance with the law, the question arises: how to learn to organize as soon as possible and with as little hassle to learn more? There are no simple answers and prescriptions because any new learning is in some way unique. Several methods are developed in favour to lift the level of embracing knowledge. The authors of this paper will embassies the increasing need for implementing those methods in the educational process.

There are, of course, many ways to use new technologies for teaching and learning. However, especially e-learning activities are designed for efficiency. They are reusable. They improve more when they are employed. They involve other learners and readily available electronic resources. They can be used for participants who never meet or in combination with classroom activities or print-based distance learning. Combining other methods of learning and teaching with e – learning, could be the key element for future success in the educational processes.

Keywords: learning methods, e-learning, educational process.

1. KNOWLEDGE TRANSFER AND ITS MEANING IN GLOBALISED WORLD

Neither profession does not require so much effort and exemplary conduct as a teaching. There is no other profession that has provided so many opportunities for advancement. By using various methods of learning, it is possible to stop intimidating learning and instead create a cheerful atmosphere. It is possible to overcome personal limitations, to expand knowledge, that if we use allows us to live with more integrity and vitality.

The behaviour of the principle of least effort was well beyond the basic laws of nature. In accordance with the law, the question arises: how to learn to organize as soon as possible and with as little hassle to learn more? There are no simple answers and prescriptions because any new learning is in some way unique as it is and each of us with their cognitive abilities, cognitive styles, personality traits and motivations. However, universally valid laws of successful learning have had long been established and their appliance achieves good results. However, by using some existing methods in education, it is possible to set learning and use of knowledge on a higher level.

2. METHODS IN EDUCATIONAL PROCESS

2.1. Dialogue culture in teaching processes and public appearances

These days, the dialogue is an inevitable part in the teaching process and in the media, especially on television. The dialogue culture is reflected through its didactic or informative, ethical and esthetical values. Dialogue in teaching and dialogue on television, are in mutual correlation: the increasing of knowledge based dialogue culture, leads to higher level of dialog conversation live, one the television. And forward, the “on air” dialogue has a major influence on the development of dialogue culture in everyday conversation and in classrooms. Unfortunately, the development of dialogue culture in education is not so significant because of too many subjects and materials. That is the main reason why the dialogue is carried out rapidly and under pressure. Regarding to this, the public dialogues are often carried out with lack of tolerance and bigotry, which is reflected in speaker’s ineptness.

Dialogue is, by definition, conversation between two people. The main difference between monologues and dialogues is in the main thought, in dialogue this thought is introduced and directed to everyone. The message or thought sent to others is packed in some kind of emotion, which requires two-way communication in the dialogue. This connection is established between people in dialogue; it is always organized and carried out with a purpose. In education, dialogues are always used and because of that they are became basic teaching methods. Its aim is to gain new knowledge, or to rebuild, establish or verify previous knowledge. Because of addressing the idea to someone and causing his reaction, exchange of opinions and discuss the talks, it makes possible to get to the truth, to the knowledge on the subject. It is the didactical value of dialogue. The best example of dialogue implementation lies in bought traditional and modern teaching methods.

The root of dialogue goes all the way back to ancient Greece and Socrates. Without dialogue the classic, even so the interactive teaching is unthinkable. Didactical and ethical values are very much obvious, but the crucial value is often hidden. Nowadays, the dialogue combined with interactive methods of teaching, are helping students to embrace the role and perspective of an active subjects. They need to explore, think, and confront each other, about different

points of view, discuss about gained knowledge. Educational systems should pay more attention to teach student about tolerance in dialogues, how to express themselves properly, how to hear, not just listen to everything that is addressed to them.

In addition to that, the educational system must review and change the existing procedures for creating curriculums, so the dialogue could have time to develop in an encouraging and not stressful environment. Therefore, the dialogue culture would be reflected in the media as well.

2.2. E-learning

Making learning personally meaningful comes from the constructivist perspective, which emphasizes collaboration between peers and teachers within supportive frameworks; in this case, the online learning environment. Situated learning emphasizes learning happening in context and the importance of relevant and authentic tasks that can be applied to the participants' everyday learning, working and cognition. E-learning is essentially the computer and network-enabled transfer of skills and knowledge (Garrison, Andreson & Archer, 2003). E-learning applications and processes include Web-based learning, computer-based learning, virtual classroom opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio

Let the numbers tell the facts instead of telling the whole story. By 2006, 3.5 million students were participating in on-line learning at institutions of higher education in USA. According to the Sloan Foundation reports, there has been an increase of around 12–14 percent per year on average in enrolments for fully online learning over the five years 2004–2009, compared with an average of approximately 2 per cent increase per year in enrolments overall (Wikipedia, 2011).

Modern technology enabled the interactive teaching in distance learning, which is guided by specially designed educational software (courseware) and the first such systems have emerged about the 1960th. Indeed, it's time to harness the power of online learning for our purposes.

The increasing complexity of online program's means that simple and powerful technological ideas are becoming more and more complex and require faster and more memory-hungry hardware. Recent research has shown that what is important is promoting robust and usable knowledge through engaging learners in authentic tasks and situations. Combining new ideas about computer-mediated technologies and well-loved theories of learning and teaching results in fantastic possibilities but they need a little human time and energy to get them to work. High-quality interaction, full participation and reflection do not happen simply by providing the technology, hence the need to design e-ctivities and e-learning carefully, to reduce barriers and to enhance the potential of the technology (Salmon, 2002). The patterns and processes of e-learning are different, although they drawn the best traditions of active group learning. The role of designing and running e-learning and e-ctivities belongs to the e-moderator. Each e-moderator can have an important role in structuring and creating productive e-learning encounters. If they want to be successful in designing and running e-ctivities they must have passion and be committed.

For e-learning to be successful, participants need to be supported through a structured developmental process. A structured learning offers essential support and development to

participants at each stage as they build up expertise in learning online. Each stage requires e-ctivities of a different nature. It is called the five stage model, created and introduced by Gilly Salmon. This model of teaching and learning online, researched and developed from scratch based on the experience of early participants in computer-mediated conferencing but subsequently applied to corporate training and across many learning disciplines and for different levels of education and contexts. The five-stage model (Salmon, 2002) provides an example of how participants can benefit from increasing skill and comfort in working, networking and learning online, and what e-moderators need to do at each stage to help them to achieve this success. All kind of investments in preparation for quality online teaching are usually much higher than for classical teaching. For all these reasons it is very important be well aware of advantages and disadvantages of e-learning and be prepared for a big change if you decide to implement e-learning.

In contrary to what we often hear, e-learning is not just a tool, actually is not a tool. E-learning is a type of communication channel, the channel through which learning takes place. It certainly cannot replace traditional way of teaching, but if we take all the best parts of ex-cathedra teaching ways and combine them with high technology, then the result can be e-learning in a social friendly and encouraging environment. The key idea is that students must be engaged with other people – not just computer programs – as well as in meaningful tasks, in order for successful learning activities to take place.

2.3. Distance learning

Distance learning is a term for the physical separation of teachers and learners that has become popular in recent years. All communications are mediated by some type of electronic means in real or delayed time. Location is of no significance. While used interchangeably with distance education, distance learning puts the emphasis on the learner and is especially appropriate when students take on greater responsibility for their learning as is frequently the case when doing so from a distance. In this case, technology (i.e., voice, video, data, or print) is used to bridge the instructional gap.

Today, we distinguish two concepts: distance learning and e - learning.

- Distance learning has evolved from a correspondence school, and is essentially based on materials and books that are sent by mail or e-mail and taking the exam.
- E-learning involves training, learning or any educational program using IT, usually the Internet. E-learning is based on the use of modern communicational technologies.

Distance learning may be synchronous, in which the teacher and the student interact with each other in “real time.” For example, with two-way videoconferences, students interact with “live” video of an instructor. Telephone conversations are also considered synchronous. Asynchronous delivery, on the other hand, does not take place simultaneously. In this case, the teacher may deliver the instruction using video, discussion board postings, Web sites, or other means, and the students respond at a later time. While adult students are benefiting from online distance education programs, the young and traditional students have increasingly begun to realize the new opportunities that are available to increase their academic achievement.

There is several reason to embrace distance learning:

- *Expanding access:* distance education can assist in meeting the demand for education and training demand from the general populace and businesses, especially because it

offers the possibility of a flexibility to accommodate the many time-constraints imposed by personal responsibilities and commitments.
- *Alleviate capacity constraints:* being mostly or entirely conducted off-site, the system reduces the demand on institutional infrastructure such as buildings.
- *Making money from emerging markets:* she claims an increasing acceptance from the population of the value of lifelong learning, beyond the normal schooling age, and that institutions can benefit financially from this by adopting distance education. She sees sectors of education such as courses for business executives as being "more lucrative than traditional markets".
- *Catalyst for institutional transformation:* the competitive modern marketplace demands rapid change and innovation, for which she believes distance education programs can act as a catalyst.

WWW is the most popular method for presenting content for distance learning. These include other activities over the Internet to interact with lecturers. The course content is located on the server and student stores and uses that content online.

Web courseware should be structured in the form that will help students: to easily move between the smallest parts of the content within one web server or more servers, review the information using hypertext links, easily see connections among the smallest pieces of content, and upload information. Creating these multimedia platforms, the designers should take into consideration what students have to software, hardware, connection to the Internet.

Distance education is cost effective, flexible, and convenient for many adult learners. Even though distance learning courses originally catered to non-traditional students as its target group, students at the elementary, high school, and college levels can benefit from the new opportunities provided by distance education. The teacher's ability to create an interactive environment is vital for quality online education. But, not all students may benefit from distance learning opportunities. Students who are intrinsically motivated and self-directed are most likely to succeed. Distance education may create feelings of isolation, and depression for some students.

2.4. Individual work

You can find many approaches for individual work on projects in the scientific, artistic, or working-technical areas. The reason, in addition to the highlighted need, is to develop independence in students, their training for independent learning, research and working awakening curiosity. People have an innate need for researching and to experimenting things that surround them. To satisfy that need a variety of teaching assignments are used. Individual student assignments in connection with the agreed projects are possible to link with work in pairs or small work team meetings. The results of individual work on projects students can present at a school in the form of a concrete practical work, in the form of reports, seminars, videos, computer programs. Activities of students from different teaching areas will allow the acquisition of knowledge, skill development and raising the learning motivation and other work activities. Experience shows that work on the project significantly affects the development of students' affective (emotion, motivation, curiosity, etc.).
There are many reasons for a lecturer in the process of collective learning and research to provide some mentoring help students individually. Such assistance is eligible for work on projects, but also to provide individual instructional assistance. There is personal need for students with disabilities and learning as well as highly gifted students. For that kind of work

teachers should have a solid psychological and didactic knowledge of the process of learning and motivation to become more engaged in teaching and managing students. Such work requires further preparation and often-additional work responsibilities. Of course, for such work should provide appropriate technical and material support (library, laboratories, working hood, and computers). Such work style is easier to meet individual educational needs of individual students and provide an optimum level of independent learning.

Independent learning of students at all levels of education can now be supported and encouraged by the media that enables communication and distance learning. There are telephone, radio, television, video, computers and the Internet. Distance learning can be encouraged and guided to the oldest form of remote communication - a letter. "Open learning" or learning through distance learning strategy can be fully independent (no connection with the school curriculum) and is closely associated with the primary school curriculum. Mentioned work on projects and mentor leadership and direction can be effectively improved and various forms of remote communication, or self-employment with the modern media (the study of individual videos, working on computer software, work on the Internet or telephone consultation with the supervisor.

2.5. Teamwork

The team can be defined as a small group of people with complementary knowledge and skills, working together to achieve the objective, for which they are considered jointly responsible. Factors that are important for a team approach to the project are certainly in the first place, personal initiative, which largely creates the outcome of the task. Trust and cooperation are qualities that are nurtured, learnt and improved.

With the establishment of a team, attention is focused three factors:

1. Team size.
2. The most successful teams from 5 to 10 members.
3. Knowledge and skills.

The main focus is on the skills of problem solving and decision making skills in relationships with students and knowledge of the information that a student possesses.

In teamwork, it is possible to define team members through the roles that they carry:

- Coordinator,
- Initiator,
- Executor,
- Creative person,
- Options explorer,
- Observer-Estimator,
- Team worker,
- Finalization person.

It is normal that in every group there are differences in thinking, understanding and need to work on tolerance, students and pupils. Tolerance is a learning process. Teamwork is the best example. Students are able to discuss openly, debate about a given problem, where the subject comes up to direct exchange of knowledge. Mutual trust is essential. Conflicts are common but the students should learn how to solve them.

What are the outcomes of the student teamwork?

- Increased effectiveness of learning,
- Motivation and confidence,
- Preparing for the work,
- Social learning.

Working in teams can be effectively achieved in small groups as well as in large groups.

Small groups

There are from five to twenty students in the small group.. Teachers often divide a large group (thirty students) into the small groups to use some of the strategies.

- *The seminar* as a teaching strategy is recommended to students who have already acquired certain independence. Here, it is expected that students exhibit the results of the study and exchange opinions with other students. It is desirable to have the students lead these educational activities; a speaker is included as an equal member of the group
- *Workshop* is actually a simulation of a realistic situation with a view how to develop skills or strengthen some sensitivity to social problems. It is suitable as a strategy for linking theory with practice, and for verification of some theoretical assumptions. There are no observers, everyone is involved and the teacher acts as a member of the group. During the discussion, students present their ideas, their own experiences and opinions, stimulate some communication situations of everyday life, etc.
- *Simulation* as a strategy can be used as simulations of natural or technological processes and can serve as a simulation of social relations. It applies in cases where it is not possible to observe the process in real conditions, whether for reasons of danger, inscrutability , longevity, etc.
- *Case study model* is a study of real or imaginary problem or event that is so structured and prepared in the best way for students. The problem can be presented to students in various ways: orally, text, video, etc. Students may be in a position to study selected cases individually, in pairs or team (in groups of three to six members or the whole class).

Evaluation and monitoring of student progress must be carefully planned in such a mode and form of learning. The teacher assesses the progress of each individual and the group as a whole. With this goal in mind, the teacher constantly monitors the work group, provides feedback on progress and discreetly directs further work.

Large groups

Large groups can be divided in:

- *Lectures,* speakers tend to systematize the content that students should learn or precedent to other teaching activities. For a successful presentation it is important that the teacher appropriately announces the goal, not to speak too long (depending on the objective and psychophysical maturity of students), to apply various techniques of visualization content (overhead projector, blackboard, posters, concrete objects, etc.), to use humour (anecdotes, cartoons, etc.), to have visual contact with the audience and to speak loudly. Lecturing classes will help in achieving educational goals only if it is incorporated and meaningfully associated with other teaching strategies.

- *Demonstration* includes teacher explanation and independent exercise of all students. This strategy is important for the acquisition of skills and requires substantial involvement and patience of each presenter. It is important to show gradually the action, step by step, to encourage and monitor students' repetition and exercise activities.
- *Discussion* is a suitable technique for activating the students when searching for the solution to a problem, taking personal views or expresses their own views on some issues. It is suitable as a strategy for expressing personal views and pointing out the unacceptable attitude of others as well as their change.
- *Videos* can greatly enrich the educational process. Students can bring various parts of nature to which it is physically impossible to reach because they take place far away or in some very dangerous area or physically inaccessible parts, because they occur at a time when no school activities, because in reality taking place too fast or too long, etc. . In addition, through the video in the classroom can "lead" many professionals and artists. In any case, this attractive and effective form of media can significantly enrich the teaching communication, with adequate preparation and proper weighing scale at the time that such a strategy of studying and learning to be dedicated.

2.6. Multimedia

Multimedia is term, which defines information with multiple meanings. For perception multimedia, more senses are active simultaneously because multimedia uses different media through which it is spread and where exist. In comparison with text, when it comes to multimedia, information is representing by images, sound and moving images. It is richer and better presentation of information. Today's technology uses the human visual and auditory skills, and through them interacts.

Today, more people have the need for continuous education in order to monitor trends, which is necessary for preventing forgetting existing knowledge. For most people it is unacceptable departures on courses because of overlapping terms with their responsibilities. For such a circle of people and increasingly common for pupils or students, is of great importance to access certain knowledge where and when they want it. Multimedia enables this to us.

When it comes to education, there are several different approaches:
- Independent media products,
- "On line" training,
- Distance learning (TV teaching).

The oldest way of using multimedia in order to acquire knowledge is the use of the medium (CD, DVD, etc.). The user on his computer runs a program for interactive learning and does not depend on no one. Today, programs are available to deal with different kinds of knowledge. The most prevalent are those who are engaged in using software applications, but there are also programs such as learning foreign languages, various dictionaries, manuals and encyclopaedias. This method of education began to emerge in the audio and video tapes recorded for the education of a topic. In comparison with this, programs on CD-ROM are interactive so that users can actively participate. This kind of learning can be implemented in demonstrations but serves more as a home teaching.
Television

Television in education (TVE) is an efficient system for the transfer and implementation of distance education that can be integrated into the curriculum in three basic levels:

- *Individual lecture* - Applications relating to a specific theme or concept, introducing the lecture, review or summarize.
- *Selected Unit* - Series program, which provides the basis for the content area taught in the curriculum of the course.
- *The entire course* - Programs with one or more of TVE series can be integrated into the whole semester course usually together with the printed educational material.

Television continues to be an effective way for students to be taken to new environments Time and space can be compressed so that events can be captured and transmitted to be currently occurring. It is very efficient for exploring, summarizing and reviewing the concept. It can be effectively used as a motivational tool.

Internet

Internet in the learning function is a result of research on the Internet, searching for its resources and using his research as instrument. A wide range of resources, dynamic nature of the content and independence of time and location has made big potential for learning. Communicating with students is an integral part of the learning process. Typically, this communication takes place in the classroom and consists of interactions between teachers and students in that room.

Internet offers opportunities to expand the communication to other classes of students, teachers and other experts of the content. These discussions and resources are not always necessary in the classroom, but the possibility to extend the area of interaction, the diversity of views and breadth of access that students can take to resolve problems can only enrich the learning environment. The study is certainly a new topic in the schools, but again it offers students and teachers a new way to access information and materials. One of the immediate benefits of the proliferation of resources and materials are now available to students and teachers via the Web.

There are several ways in which pupils, students, can exchange their knowledge:

1. *Learning Resources:* Student can easily upload Word documents on the Web that students can load it and print it, or they use PowerPoint for presentations, digital video streaming and other interactive programs
2. *Communication via computer:*
    - Electronic mail (E-mail) - the most popular Internet service that is used for exchanging messages between individuals.
    - Mailing lists (mailing lists) - the communication channels between groups Can be used for collaborative discussion, debate, and even training in the learning community.
    - Newsgroups (Usenet newsgroup) - a special system that allows Internet users to read and participate in the global specialist news group.
    - Videoconferencing - a means by which small groups of people, geographically distant, can lead to discussions in real time, during which they can hear each other and see and share various types of data.

The Internet is a global medium with unlimited resources for learning and great opportunities for individual and group interaction.

3. CONCLUSION

Teaching, as an organized process of learning and systematic adoption of knowledge and this means interaction of a teacher and a student which should in this process connect a common aim – development of students' potentials. Knowledge transfer is very effective when teachers use some of methods to easily approach to students. Performing a teaching process, which have, as the aim, valuing teachers' opinion on the teaching process are precious and they can show us the ways in which teaching should be improved. The need for further expert improvement of teaching in the respect of application of individual approach to work, application of interactive methods in work, maintaining positive communication with students, creating positive climate in the classroom, communicates with teachers and the local community. It is of great importance to use all technical development which offers opportunities to work with students as well on their advancement. It is necessary to differ from the traditional exchange of knowledge and to put emphasise on new methods and their effectiveness.

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