

# SITUATIONAL ANALYSIS IN VOCATIONAL TRAINING

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## Abstracts

The article is about the methodological aspects of using situational analysis in vocational training. The description of situational problems is subordinated to the taxonomy of B. Bloom's goals and using LS Ilyushin's task designer. Intermediate results of the study are represented. The results are oriented on using situational analysis in studying the economy of the organization by profession "Commercial agent" in the Municipal Autonomous General Education of our city Vladimir "City interschool educational complex № 2"

**Keywords** – *situational analysis, situational task, personally significant cognitive question, taxonomy of goals, task designer.*

## 1 ACTUALITY

The modern education system is at the stage of reforming on the basis of competence-based paradigm, where the emphasis is on the practical focus of training, on self-development and self-realization of student personality, on the significant role of experience, the ability to apply knowledge in real situations.

Nowadays many pupils successfully fulfill the tasks on reproduction of knowledge, but they find it difficult to apply them in situations close to real life. Therefore one of the priority directions of solving the problem is using in studying situations that simulate life circumstances. Involving the pupils in situational analysis in studying the economy allows to implement commented control of mental process in searching for effective approaches to their solution. As you know the person remembers better the knowledge which used in his or her own actions, practically tested, applied in solving the real tasks. All the rest knowledge which is out of practical use sooner or later may be forgotten. So, the question of methodological support of conditions of active pupils involvement in situational analysis of tasks that simulate concrete life situations which reflect the constantly changing socioeconomic conditions.

## 2 PROJECT

Success in modern business and management is mostly based on operational analysis of economic situation and choice of the optimal solution from the possible alternatives resulting from incomplete information and uncertain situations. Conducting practical works involves the simulation of situations in which pupils could make their own decisions and exercise in the practical application of knowledge in the same or similar conditions in which they will use in their life.

During situational training the participants in the analysis are offered the facts or events associated with a situation at the certain time in a concrete socioeconomic system. The pupils` task is to make an efficient decision. First they act individually, then as a part of the collective discussion of possible decisions, i.e. in the process of interactive communication. There are different prerequisites for the analysis in the training situational task. For example, the teacher has already had the optimal solution, the participants in the analysis have to find and substantiate it. Sometimes

the pupils must to analyze the ready variant offered by the teacher. Besides, you can also offer several legitimate solutions, i.e. the so-called multialternative decision.

The teacher gives the pupils various tasks that help to reveal the specific signs of the problem, its origin, cause-effect relations and properties. The ability to consider the problem from various sides in different aspects such as managerial, psychological, legal, moral is developed here. It's obvious that the more carefully situational analysis is done the more successful the synthesis will be. In accordance with this postulate the given technology puts the emphasis on a clear focus of the problem, on the ability to ask all the necessary questions like: "Why?"

Our experience of using situational analysis in vocational training is associated with the study of general professional discipline the economy of the organization by profession "Commercial agent". Situational tasks represent the tasks placed in the life context, they contain personally significant question that helps the pupil to make sure of the necessity of this knowledge. Besides, such task has not a traditional number, but an interesting name. The compulsory element of the task is a problematic question that must be formulated in such a way that make the pupil be interested in finding the answer to it.

The inclusion of situational tasks in the educational process can teach pupils to select the information, to sort it to fulfill the goals, to identify the key issues, to look for alternative solutions and evaluate them, to choose the best decision and make the programme of actions, etc. [1]. Methodologically substantiated using situational tasks by the teacher allows to realize the full capability of these opportunities.

Our main model of situational task has the following structure:

1. The name of the task. (The task must have not a traditional number, but an exciting interesting name, reveals its meaning. For example, «Percent work wonders»; «A thrifty builder»; «It's dangerous to know, but deadly not to know».)
2. The description of the situation – an event, a problem, a story from real life.
3. Personally significant cognitive question. (This question is formulated at the beginning of the task and addressed directly to the pupil. In order to emphasize the personal attitude to the problem they make a preview before the main question. For example: «Before you drink water you must know the shocking truth about it. (Biochemist Paul Bragg). What water do we drink?») )
4. The information on this issue is for the answer to the personally significant cognitive question and represented in different ways (a piece of text, an extract from the newspaper article, a table, a graph, a diagram, a drawing, statistics, etc.).
5. The tasks for work with the information. These tasks are made according to Bloom`s taxonomy of goals (knowledge – comprehension – application – analysis – synthesis – evaluation). They perform the role of «stairs», going upstairs pupils have to answer the personally significant cognitive question (the main question of situational analysis).

Taxonomy is an ordered system of six consecutive goals which the teacher must implement in order to achieve the complete assimilation of knowledge by pupils, [2], namely:

**1. Knowledge.** This category refers to memorization and reproduction of learned material from concrete facts to a complete theory (pupils recall terms, concrete facts, methods and procedures, basic concepts, rules and principles.)

**2. Comprehension.** The indicator of understanding may be converting material from one form of expression to another, interpretation of the material, the assumption on the future events (pupils explain the facts, rules, principles; transfer the verbal material to the mathematical expressions; presumably describe future consequences, arising from available data.)

**3. Application.** This category denotes the ability to use learned material in specific circumstances and new situations (pupils apply laws, theories in concrete practical situations; use concepts and general principles to new situations.)

**4. Analysis.** This category denotes the ability to separate a complex idea into its constituent parts so that to see its structure (pupils isolate the parts of the whole; identify the relationship between them; define the principles of organization of the whole; see mistakes and omissions in the logic of argumentation; realize the distinction between hypothesis and facts; evaluate the significance of the data).

**5. Synthesis.** This category denotes the ability to combine elements to get the whole possessing novelty (pupils write an essay, report, make a speech, propose a plan of an experiment or other activities, make the scheme of tasks).

**6. Evaluation.** This category denotes the ability to evaluate the significance of the material (pupils evaluate the logic of written text; appraise the compliance finding reports; evaluate the importance of the actions result).

Realizing specified objectives as a result of learning, the teacher must also know the methods of promotion to this result, i.e. the structure of the situational

analysis of the task. Here is the task designer of the scientist L.S.Ilyushin from St.Petersburg, who proposed the way to formulate the tasks for pupils in each target area (Table 1).

Table 1. Task designer

<b>Knowl edge</b>	<b>Comprehe nsion</b>	<b>Applicati on</b>	<b>Analysi s</b>	<b>Synthesis</b>	<b>Evaluatio n</b>
1. Name the main parts...	8. Explain the reasons that...	15. Represent the information about... graphically	22. Expand the features ...	29. Suggest a new (other) option...	36. Rank ... and substantiate ...
2. Group together all ...	9. Outline in general the steps necessary in order to ...	16. Suggest a method that allows ...	23. Analyze the structure of ... from the point of view of ...	30. Develop a plan to (preventing) ...	37. Determine which of the solutions is optimal...

3. Make a list of concepts relating to the ...	10. Show connection which, in your opinion, exists between ...	17. Make a sketch (diagram), that shows ...	24. Make a list of key properties ... characterizing ... from the point of view of ...	31. Find an unusual way to ...	38. Appreciate the significance for ...
4. Place in a certain order...	11. Build a forecast of development ...	18. Compare ... and ... and then substantiate ...	25. Build the classification ... based on ...	32. Invent a game that ...	39. Identify possible evaluation criteria...
5. Present in the form of the text...	12. Comment on the provision that ...	19. Conduct (work out) experiment proving that ...	26. Find in the text (the model, diagram, etc.) that ...	33. Suggest a new (your own) classification.	40. Express critical opinions about ...
6. Memorize and write...	13. Paraphrase otherwise the idea that...	20. Give the presentation...	27. Compare points of view ... and ... on ...	34. Write possible (the most likely) scenario...	41. Evaluate the opportunities... for ...
7. Read yourself ...	14. Give an example of what, (how, where) ...	21. Calculate based on the data of ...	28. Identify the principles which are in the basis of...	35. Describe in the form of ... your opinion (understanding).	42. Conduct the review of the state ...

Before manufacturing any products or services, you need to know whether this benefit. What number of products do you need to produce to make a profit and develop production?

You are a shareholder of JSC "K and the company" and annually you have

dividends on its shares. However, the information about a crisis at the company appeared. Rate risks: dividends will grow or you may expect a loss? JSC "K and the company" made 80 000 toothbrushes over the last year. The costs of raw materials and goods 1 unit of output amounted to 25 roubles. The production costs total number of toothbrushes were: electricity - 184 000 roubles, on rent of transport- 89 000 roubles, wages - administrative personnel 230 000 roubles, main workers- 560 000 roubles. Interest on borrowed funds amount: 9 000 roubles per month. At the enterprise the installed equipment cost 3 000 000 roubles, service life of 20 years.

The cost of one toothbrush is 40 roubles. Company management decided to close the company if the costs exceed income. How many brushes do you need to make that the company continued to work, and the shareholders receive dividends?

### 2.1 TASKS FOR PUPILS:

<b>Knowledge</b>	Group costs according to the nature of the conduct	
<b>Comprehension</b>	Comment on the status of available data	
<b>Application</b>	Calculate costs and income on the basis of the data of task conditions	
<b>Analysis</b>	Analyze the cost structure	
<b>Synthesis</b>	Suggest your own version of events	
<b>Evaluation</b>	Evaluate possibilities for further development of the enterprise	

To answer the question, it is necessary to calculate the total variable and fixed costs of the enterprise, as well as its income. After reviewing the work of the enterprise, pupils must offer their own version of events, in which the company continues to develop, as shareholders continue to receive dividends.

## 3 CONCLUSIONS

The use of situational tasks in practical training allows you to improve the motivation for learning; to integrate theoretical and practical tasks; to make meaningful for the pupils the result of their work; to ensure the success of each student; to focus on self-development and self-realization of the individual pupil.

Situational analysis brings pupils the theoretical material, makes it personally meaningful, not abstract. With this structure of the lesson pupils understand the material building immediately in close connection with practical activities, in this case further possibilities of application of the theory are not declared by the teacher and predicted by the pupils themselves.

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