

**BLOOM'S CONCEPTION TEACHING MANAGERS**

**Annotation.** Efficiency is not a feature observed only in manufacturing processes, but it is also an important element in the process of teaching. As a control to achieve the greatest amount of information and their conversion to knowledge? At the time increases exponentially the amount of information is extremely important time variable in their processing, conversion of knowledge and their application in practice. It was created and constantly improved and there are many approaches to solving this problem, which are formed into final concepts of teaching. One of the last, based on theories psychological is Bloom's concept of teaching, which builds on the previous modular theory. Bloom, in addition to the distribution of teaching modules according to the content matches, went in teaching, further and addresses the quality of teaching, measuring the level at entrances and exits of particular modules. The main benefit of Bloom's theory is its versatility and applicability to all types of schools. Its application in the educational process at the university requires some correction, but its benefits are undeniable.

**Keywords:** Quality education, knowledge, Bloom's theory, training managers

**Introduction.** The effectiveness of the learning process can significantly increase application with the present concepts of teaching. Wide usage gives us one of the modern concepts like the concept Bloom instruction (mastery learning).

This psycho-didactic theory assumes that all training and learning operators are able to cope with adoption of a set of knowledge of the course. This is necessary to provide input assumptions and method of teaching, which is optimally adapted to the learning subject from the viewpoint of ensuring sufficient time depending on individual abilities to cope curriculum learners' entity and its starting assumptions.

Bloom concept mastery learning, stresses the articulation process of learning and educational content in certain modules (timing, content). The concept is based on the principle that every graduate course achieved its objective of individual learning pace, and most importantly, the required knowledge level. Bloom asked how to keep control over the factors of the learning process - learning.

Introduced the concept of quality teaching. He was interested not only on the input and output, but also went inside and was interested in finding quality (Fig. 1). You can see some parallels behaviourism.

Bloom is based on the basic knowledge that the school institutions are most common and basic type of educational process of collective learning in the classroom. Bloom theory is based on the provision of appropriate conditions of teaching and learning that take place in the process of learning in school.

The prerequisite of this concept is to ensure fair conditions of school education, while necessary to analyze the learning activities of all students in specific subjects.

Bloom concept based on the following principles:

1. There are good and bad students (at universities, where they should be, ideally, only students with proven general assumptions to deal with students who were motivated by a strict selective process of selection of post- primary and secondary schools), there are only students who learn faster in a shorter time and students to learn and to acquire the subject matter require more time.

(Note: in terms of mass higher education is conducted in large teaching labs - auditoriums).

2. Creating favourable conditions (most students during the school educational process able to learn, learn, apply acquired ), to increase the scope and motivation to learn, to subjects.

There is no doubt that at various stages of education, there is differentiation in the school results as well as application skills. It is also undisputed assumption that universities, through any selection process for students from elementary school to high, these differential characteristics of the intellect is minimal.

These differences may be as long as the students we limit the time in which to achieve ownership of the curriculum and provided the creation of favourable conditions for learning.

Nature Bloom concept lies in its vision of the structure of school education, which is expressed in the following figure:

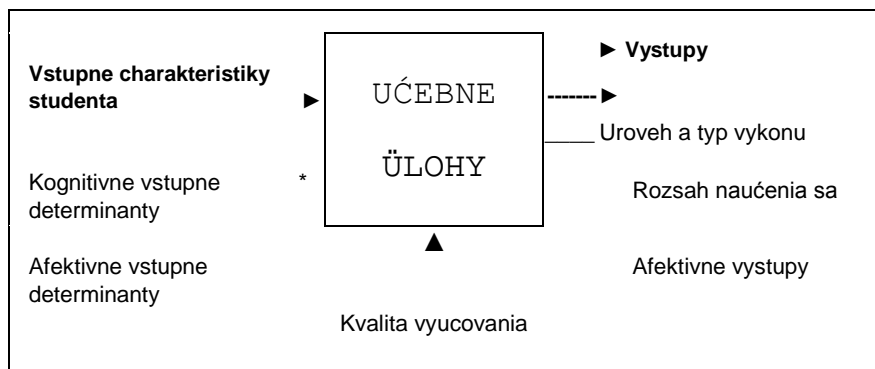


Figure 1: The main variables in Bloom theory

#### Clarification of the basic variables:

Cognitive determinants of entry (knowledge, remember, address) made during the previous learning and provide input assumptions and characteristics of students. Generate anticipated types of knowledge, abilities, skills, capabilities that are necessary to start a new process of teaching specific subject matter.

Bloom considers the problem of the determinants of entry to be very troublesome. It notes that irreplaceable in creating the target of education and teaching process, its creator - that teacher. Mastery teaching and teacher professional maturity is the correct determination of the input assumptions of students before the course.

Affective entry characteristics of students: Bloom highlights the fact that the attitudes of students - learning entities are subject to different, which reflects the interests, assumptions, attitudes and self- learner. There are (according to Bloom), a direct relationship between the motivational characteristics of students and their learning outcomes.

Bloom emphasizes the dependence of learning outcomes from motivational characteristics.

Distinguishes three types of motivation:

- Incentives tied to the subject taught (Bloom, this motivation does not attach great importance)
- Incentives tied to the school (as in a)
- The resulting motivation of the student's self-evaluation. That motivation attaches great importance because it shows the student's self-image, which is gradually established and directly proportional to the received knowledge, capabilities, skills and application experience of its own performance in school at various levels of education.

#### Partial conclusion:

Seeks Bloom concept is to create such conditions of teaching, curriculum ownership, application of skills and capabilities that would enable all students to learn the required curriculum, at the level set.

Bloom psycho-didactics' this concept is based on humane principles of school education.

Humanistic theory of affect innovation of traditional teaching and learning in schools. This innovation has an important place and Bloom concept of mastery learning.

Concludes, schematic comparison between traditional teaching and the implementation of the concept of mastery learning in the traditional system.

#### Traditional model:

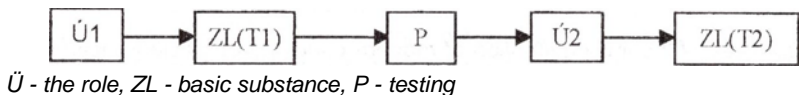
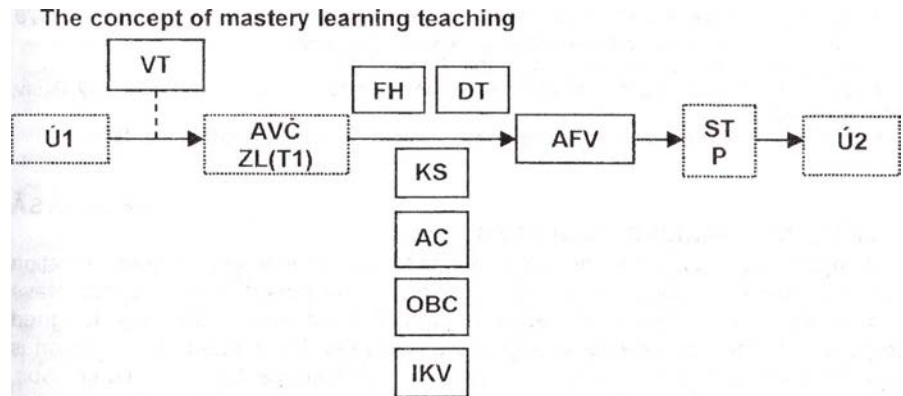


Figure 2: The traditional model of teaching



AVC - active teaching time; AFV - active forms of teaching; OBC - enriched exercise; 1KV - Individual consultation with the teacher; FH - formation of values; AC - Alternative exercise; VT - Enabler entrance test knowledge; DT - diagnostic test; ST - comprehensive test; KS - consultation with peers; Ú - role; ZL - basic substance; P - testing

implementation of mastery learning traditional model of teaching

Figure 3: Implementantion concept of mastery learning in a traditional model of teaching

## The importance of mastery learning

- Easy implementation into the traditional teaching
- Development of positive attitudes of students to the school syllabus, teacher
- Effectively devoted time in practice = success,
- Conditions: active teaching time
- Feedback,
- Alternative exercises,
- Create the perfect environment,
- Free time learner body
- Assumption: students learn various fast
- In adopting the curriculum need different materials
- All can handle the curriculum,
- Effective teaching aid.

Results: - improvements = better learning outcomes,  
= positive approach,  
= Higher bias,  
~ motivation for learning,  
= better application, transformation,  
- knowledge, revealing the context,  
= understood and understanding others and yourself.

**End.**

Effectiveness of the implementation of modern concepts of mastery - learning, we looked at in our research. This research clearly confirmed a significantly higher efficiency compared to traditional teaching both the cognitive and the affective.

## Literature

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**LUDMILA LYSÄ**

## LIFELONG LEARNING MANAGERS

**Annotation.** Lifelong learning is a challenge today. The time when higher education was a guarantee application is active throughout the period of man is lost. Have enough supplementation to education through short courses or specially designed courses. In today's dynamically changing the time when the amount of information is doubling faster and faster, it is necessary to pay particular attention to the continuous, permanent education of everyone. On each level, regardless of initial training, it is necessary to continually add to and update their knowledge. Get the information and knowledge to continuously change. Linking the needs of practice through theoretical knowledge must form a closed cycle. The practice raises the need for new practical knowledge and new theoretical knowledge is applied in practice. It is a loop in which each of us is given to their professional interests and status in society.

The position of managers in the company has some specifics that must be reflected in the way of recruiting and training knowledge. Management decisions affecting the