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USING INTERACTIVE LEARNING TOOLS OF THE MOODLE SYSTEM IN THE PROCESS OF TEACHING THE DISCIPLINE “FINANCIAL MANAGEMENT IN A BANK»

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Abstract. The article analyzes the possibilities of using interactive learning tools of the Moodle system in the process of teaching the discipline “Financial management in a bank” to full-time master students majoring in Finance, Banking and Insurance at Simon Kuznets Kharkiv National University of Economics. It describes the content of the discipline modules and presents the experience of creating a distance course on the content and interactive levels of the Moodle system. The article features such interactive elements of studying the discipline “Financial management in a bank” as glossary, testing, assignments, workshop and questionnaire. The advantages and disadvantages of the Moodle distance learning system are analyzed. The necessity of updating the Moodle system in S. Kuznets KhNUE is grounded.

Keywords: distance learning, Moodle, financial management in a bank.

ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ЗАСОБІВ НАВЧАННЯ СИСТЕМИ MOODLE ПРИ ВИКЛАДАННІ ДИСЦИПЛІНИ «ФІНАНСОВИЙ МЕНЕДЖМЕНТ У БАНКУ»

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Анотація. Проаналізовано можливості використання інтерактивних засобів навчання системи Moodle при викладанні дисципліни «Фінансовий менеджмент у банку» для магістрів спеціальності «Фінанси, банківська справа і страхування» денної форми навчання у Харківському національному економічному університеті імені Семена Кузнеця. Описано змістовні модулі дисципліни. Наведено досвід створення дистанційного курсу вивчення дисципліни на контентному й інтерактивному рівнях системи Moodle. Подано такі інтерактивні елементи вивчення дисципліни «Фінансовий менеджмент у банку», як глосарій, тестування, завдання, семінар, анкетування. Проаналізовано переваги та недоліки системи дистанційного навчання Moodle. Обґрунтовано необхідність оновлення системи Moodle в ХНЕУ ім. С. Кузнеця.

Ключові слова: дистанційне навчання, Moodle, фінансовий менеджмент у банку.

ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ СРЕДСТВ ОБУЧЕНИЯ СИСТЕМЫ MOODLE В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ «ФИНАНСОВЫЙ МЕНЕДЖМЕНТ В БАНКЕ»

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Аннотация. Проанализированы возможности использования интерактивных средств обучения системы Moodle в процессе преподавания дисциплины «Финансовый менеджмент в банке» для магистров специальности «Финансы, банковское дело и страхование» дневной формы обучения в Харьковском национальном экономическом университете имени Семена Кузнеця. Описаны содержательные модули дисциплины. Представлен опыт создания дистанционного курса изучения дисциплины на контентном и интерактивном уровнях системы Moodle. Представлены такие интерактивные элементы изучения дисциплины «Финансовый менеджмент в банке», как глоссарий, тестирование, задания, семинар, анкетирование. Проанализированы преимущества и недостатки системы дистанционного обучения Moodle. Обоснована необходимость обновления системы Moodle в ХНЭУ им. С. Кузнеця.

Ключевые слова: дистанционное обучение, Moodle, финансовый менеджмент в банке.

Statement of the problem. An important type of learning activities of full-time and distance learning students is independent work in which the scheduled tasks are performed by a student independently under the teacher's guidance. Independent work helps students to learn in full curriculum and form general and professional competence which plays an important role in the development of a future specialist. When using distance learning technologies while performing individual work a student has the opportunity to become an active participant of the learning process, learn to relate consciously to mastering theoretical and practical knowledge, freely navigate in cyberspace and bear individual responsibility for the quality of their training.

The usage of the Moodle system in Higher Educational Establishments is gaining in popularity because, firstly, education is commonly received with the help of self-education, and distance learning is an effective way of own learning process, secondly, the number of hours dedicated for self learning of educational content is permanently growing in learning plans. The Moodle system grants the usage of virtual space for an interaction between a teacher and a student. In addition, it allows continuous communicating with a teacher in the volume required for learning the educational content. A student has an opportunity to receive a live consultation, clarification, and answers to the questions.

The State National Program «Education ("Ukraine 21st century")» [1] points out disparity existing in Ukraine's education system concerning requirements it faces in terms of statehood, cultural and spiritual revival of the Ukrainian people. This is manifested in impaired social prestige of education and intellectual activity; the disparity between the education needs of the individual, social needs and the worldwide achievements of mankind; distortion of the purposes and functions of education; bureaucratization of all parts of the education system. That is why one of the main ways of reforming education is recognized as the implementation of modern educational technologies and scientific and methodological innovations.

In 2000 Ukraine adopted the concept of distance education [2], which stressed the importance of implementation of distance learning technologies in the Ukrainian educational space.

Some steps in the implementation of e-learning technologies were made in many educational institutions of Ukraine which have the relevant scientific, methodological, personnel and production capacity, information resources and technologies. Thus, Simon Kuznets Kharkiv National University of Economics (S. Kuznets KhNUE) accumulated significant experience in training and retraining of teachers working in the Moodle system.

The Department of E-learning Tools of S. Kuznets KhNUE, in view of considerable interest of teaching staff and students in the organization and use of Moodle, constantly carry out a number of measures to improve and accelerate its work, prepare educational and methodological development of training courses. But problems of implementation of interactive learning tools in the Moodle system in the process of teaching the discipline «Financial management in a bank» require further study.

Analysis of recent research and publications. The problems of implementation of distance forms of learning are highlighted the works of domestic and foreign scientists, such as Yu. K. Babanskyi [3], V. P. Bepalko [4], D. A. Danilov, F. D. Tovarishcheva, A. M. Nikolaev [5], I. Malganova [6]. The possibilities of the use of the system Moodle are analysed in the works of V. V. Havrylenko, V. D. Popenko, O. Ye. Sokulskyi, O. A. Shumeiko [7], V. P. Serhiienko, V. M. Franchuk, L. O. Kukhar, O. V. Halytskyi, P. V. Mykytenko [8], V. P. Stepanov, E. V. Ponomarenko [9], S. H. Shylo [10], S. Saraswat [11]. However, analysis of these works made it possible to identify that



the issue of using the interactive learning tools of the Moodle system in the process of teaching the discipline «Financial management in a bank» is not considered in scientific literature.

That is why **the purpose of the article** is to study the possibilities of using interactive learning tools of the Moodle system in the process of teaching the discipline «Financial management in a bank» for students majoring in Finance, Banking and Insurance.

Results. The discipline «Financial management in a bank» is the part of the education and professional training courses of masters who study the «Finance, banking and insurance» major. It is an integral part of the disciplines of economic cycle, necessary for bank employees and other financial institutions, and focused on mastering modern methodologies of management of financial aspects of banking.

For better mastering of educational material of the discipline, students should master knowledge and skills in the field of general economics, finance, banking in studying such disciplines as «Finance», «Money and credit», «Financial markets», «Financial services market» before the discipline starts. In turn, knowledge of the discipline «Financial management in a bank» creates the necessary basis for learning such subjects as «Financial policy», «Financial monitoring» and others.

The purpose of the discipline is mastering the necessary theoretical foundations, methodological approaches and practical knowledge on the principles, techniques and management practices in banking.

According to the purpose, the main tasks of the discipline «Financial management in a bank» are: learning theory and practice of a bank's management in a market economy; mastering the strategy of behavior in the banking market in conditions of volatility of financial and credit system; synthesis of modern approaches and methods for managing the main banking operations; studying the latest methods of the bank's management.

The subject of discipline is the economic, organizational and legal issues that arise in the process of management of the bank.

According to the curriculum of masters' training the discipline «Financial management in a bank» is studied in the first semester. For studying the course 5 credits or 150 hours of study are given, of which 105 hours are self-study and 40 hours are spent in a class, 8 of which are dedicated for lectures, 16 hours are practical and laboratory lessons.

Theoretical material of the subject is studied during lectures, absorbed in the process of self-study and fortified during the seminars. The students' work with the Moodle system takes place during independent work. The main types of the students' independent work include:

- the study of the theoretical foundations of listened lectures, which involves the study of lectures, mandatory and additional literature;
- the study of specific topics and issues which are provided for self-study;
- the preparation for practical training, which is conducted according to the context of practical lessons;
- the systematization of materials studied before writing modules and examinations;
- the preparation for modular tasks (a student independently carries systematization of learned material and other issues and questions for self-paced lessons that are included in the module);
- the preparation for the exam (a student independently carries systematization of learned material and other issues and questions for self-study that are included in the course «Financial management in a bank», the examination includes key questions, tasks requiring creative responses and the ability to organize received knowledge and apply them to solving analytical problems, etc.);
- the search and analytical work which results in the written creative paper.

As the number of hours of student's independent work is nearly three times bigger than the number of classroom hours, this is an important factor for combination of traditional tools of teaching with the tools of the Moodle system.

Among the reasons that lead to the use of distance learning, it is necessary to highlight the inability of traditional educational system to provide a flexible system of knowledge that will help to adapt rapidly to changing realities of modern industrial society. One of the most common systems of distance learning is the Moodle (Modular Object-Oriented Dynamic Learning Environment). It is a free web application that allows creating websites for online learning. The author of the Moodle is an Australian M. Dougiamas, the first version of the system was released in 2002. The Moodle system is now used in more than 200 countries; it provides developers with the following features:

- placing on the course educational materials in various formats (text materials, pictures, graphics, audio files, presentations);
- creating an environment of interactive communication between teachers and students, encouraging them to joint creative activities, to create intellectual products;
- an effective system of monitoring knowledge, tasks, surveys, tests, lectures and seminars;
- the differentiated work with students in groups (tasks of the Moodle system are designed for students of all levels of training);
- the possibility to monitor all activities of students, informing them about upcoming events.

The Moodle system provides wide tools that meet the traditional system of education. Matching the Moodle system to the traditional forms of education is shown in fig. 1 [9].

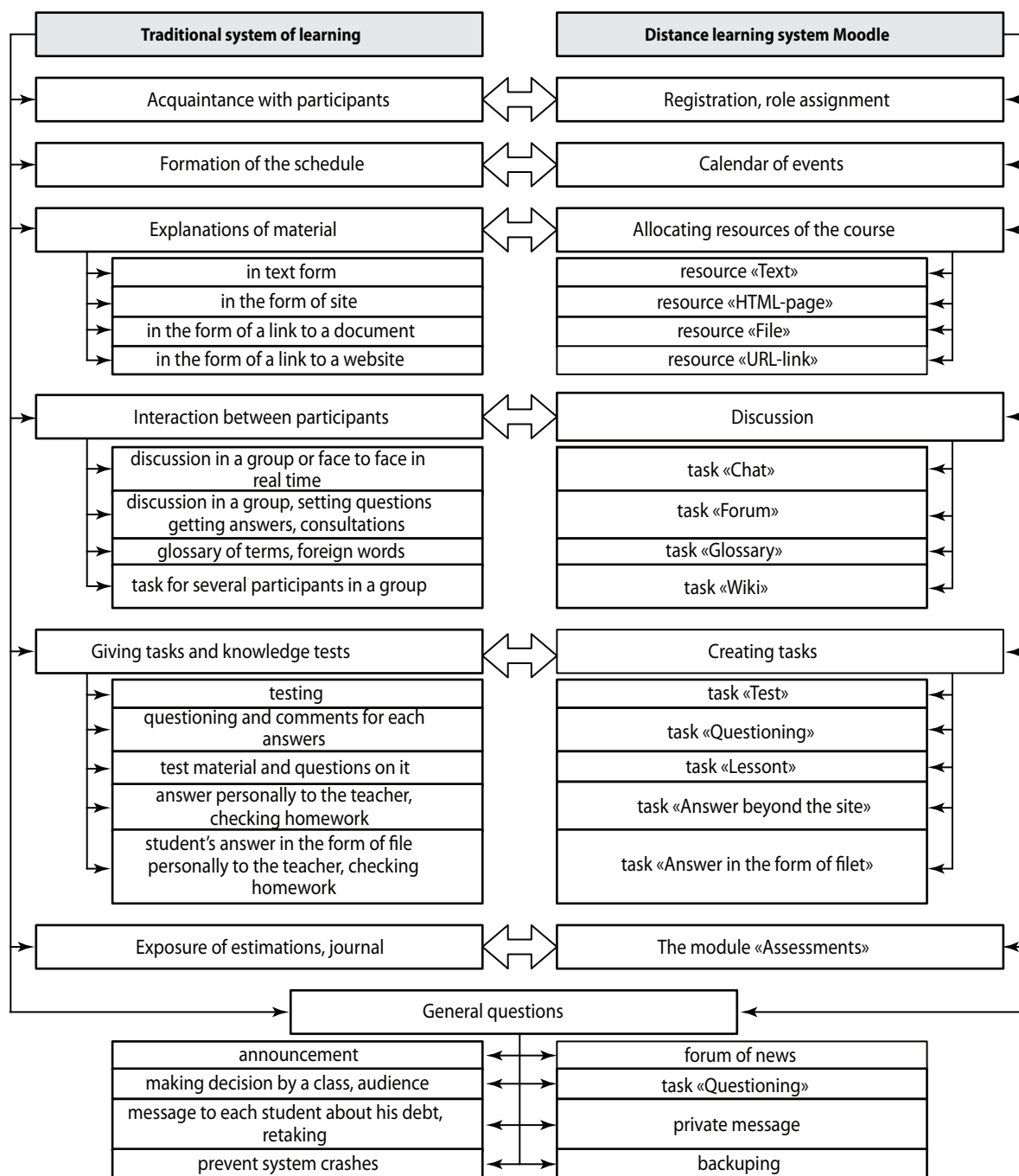


Fig. 1. Matching the Moodle system to the traditional forms of education

As the functionality and tools software of the Moodle platform is very broad in terms of teaching design of courses, in S. Kuznets KhNUE it is proposed to use the system of tools of Moodle in three levels of functionality: content level, interactive level and the level of online courses.

The content level involves filling a course with training materials at a level sufficient for its absorption for the mixed form of education in which distance learning technology is used for students of full-time and distance learning.

The content level of the course «Financial management in a bank» includes: basic course content, documentation support, downloading lectures, guidance for practical and laboratory classes.



It is envisaged that in extracurricular time students study material of lectures and presentations which are available in the Moodle system; prepare for workshops according to the plans, which are also located in the relevant sections of the distance learning course; perform tasks obtained in laboratory studies; preparing for the module and final control of knowledge, using the materials contained in the Moodle system.

However, the functioning of the distance learning Moodle system only on the level of content makes it impossible to ensure proper interaction of students between themselves and students with the teacher. Therefore, it makes sense to develop an interactive level of the Moodle system of S. Kuznets KhNUE. At an interactive level of the Moodle the content level is complemented with interactive tools of evaluation and testing assignments on-line, as well as elements of communication between participants. The elements of interactive learning tools are forum, glossary, wiki, chat and exchange of personal messages, tests.

At the level of online course the interactive level is complemented by the elements that allow using this course not only in conditions of mixed learning, but also for proper distance online training. These components are: the competence approach, audio and video lectures, the mutual evaluation of members of online course using collaboration tools, the certification of students based on the results of the course.

However, creating an online course is possible only in conditions of proper functioning of an interactive level. As of 13.03.2017, 1506 courses were registered in the Moodle system of S. Kuznets KhNUE, but only around 20% of them used interactive learning tools.

So in the autumn 2016 the Department of E-learning Tools of S. Kuznets KhNUE took a number of measures to prep for the Moodle system's update and introducing the interactive level of courses, updating and deleting inactive courses, forming the register of personal training systems, developing the recommendations about the structure of categories and design of courses, introducing a single structure for all categories of departments, testing the upgrade process.

As a result of upgrading the Moodle system, the actual version of Moodle 3.2.1 was launched, data of all users and courses were stored, an interface was updated, and new functionality is provided.

The Moodle system of S. Kuznets KhNUE was launched in 5 languages, reliability and safety of the system were increased, a scheme for automatic data backup was introduced.

When teaching the course «Financial management in a bank» S. Kuznets KhNUE there were used the following interactive tools of the Moodle system: glossary, testing, tasks, seminar and questionnaire.

The glossary in the Moodle system is an electronic analog of a directory of terms. Its difference from the traditional dictionary is that the glossary can be sequentially created and supplemented by trainees throughout the training period. The glossary is a convenient way to introduce definitions that will be associated with the whole course's content. The fragment of the glossary of the course «Financial management in a bank» is shown in fig. 2.



Fig. 2. The fragment of the glossary of the discipline «Financial management in a bank»

As shown on fig 2, the terms in the glossary can be viewed either in alphabetical order or by category, by date or recording, or by their authors. You can also find information by entering a keyword in the search form.

Test is one of the most popular instruments in the Moodle system. It consists of an ordered list of the questions selected from the database. For management of interactive element «Test» the following settings are defined: the beginning and the end of testing are indicated; the time limit, the number of attempts, the evaluation method (the highest score, average score, the first attempt, the last attempt), the category of evaluation, the order of issues are elected. Working with tests in the Moodle system is carried out in several stages:

- creation of test and determine the installation parameters;
- filling test questions;
- editing test;
- implementation of the test;
- evaluation of the test and its analysis.

The fragment of the test of the discipline «Financial management in a bank» is shown in fig. 3.



Fig. 3. The fragment of the test of the discipline «Financial management in a bank»

	Surname ^ / ID First name	number	Email address	State	Started on	Completed	Time taken	Grade/6.00	Q. 1 /0.30	Q. 2 /0.30	Q. 3 /0.30
	Елісеєва Анна Review attempt	317311	anna.yeliseieva@hneu.net	Finished	27 April 2017 8:18 PM	27 April 2017 8:28 PM	10 mins 6 secs	3.60	✓ 0.30	✓ 0.30	✓ 0.30
	Ісаєнко Світлана Review attempt	316030	grafinya0@gmail.com	Finished	8 March 2017 12:35 PM	8 March 2017 12:46 PM	10 mins 44 secs	4.23	✗ 0.00	✓ 0.30	✓ 0.30
	Беліченко Антон Review attempt	317303	Betoxa@yandex.ru	Finished	7 April 2017 2:20 PM	7 April 2017 2:30 PM	10 mins 16 secs	2.74	✓ 0.30	✓ 0.30	✓ 0.30
	Балацінов Євгеній Review attempt	314556	jeka.balik@yandex.ru	Finished	21 April 2017 2:48 PM	21 April 2017 2:54 PM	6 mins 14 secs	6.00	✓ 0.30	✓ 0.30	✓ 0.30

Fig. 4. Report after testing

As shown in fig. 4, the report after testing contains information about the date and time of beginning and completion of the test, the amount of time spent on its taking, the number of maximum points and assessment for the test. Comments made by the teacher can be next to each question. Students may be removed and their attempt to solve the test can be canceled. The Moodle system provides convenient tools of test's results analysis (fig. 5).

ID number	T1
Open the quiz	Friday, 3 March 2017, 10:15 AM
Close the quiz	Thursday, 9 March 2017, 11:59 PM
Open for	6 days 13 hours
Number of complete graded first attempts	64
Total number of complete graded attempts	85
Average grade of first attempts	67.47%
Average grade of all attempts	70.60%
Average grade of last attempts	75.60%
Average grade of highest graded attempts	75.60%
Median grade (for all attempts)	72.50%
Standard deviation (for all attempts)	20.12%
Score distribution skewness (for all attempts)	-0.5949
Score distribution kurtosis (for all attempts)	-0.4016
Coefficient of internal consistency (for all attempts)	79.77%
Error ratio (for all attempts)	44.98%
Standard error (for all attempts)	9.05%

Fig. 5. The blocks of analysis and editing of testing results



As shown in fig. 5, the blocks of analysis of test results contain a table with statistical of its completion and quality: the total number of attempts, and those questions which were made with the first attempt, the average score for all attempts, and only for the last, median, standard deviation, coefficient of skewness and kurtosis, internal consistency between the responses of students.

The test results in fig. 5 give us the following information. The test was being conducted during one week in March 2017. There were 85 uncompleted attempts totally. Since students could pass the test using two attempts (if necessary), it is worth noticing that 19 students only (86 – 64 attempts) took both of them. The average grade also increased from the first to the second attempt: the grade of the first attempts is 67,47%, of the second one – 75,6%, of all attempts – 70,6%. The median grade for all attempts amounts 72.5%, which is a quite good result. The standard deviation composes 20.12% and means that there was an impact of some random factors on the test results. Two last values introduce the necessity of increasing the quality of the test under analysis.

The negative value of the skewness coefficient (-0.59) highlights that the left 'tale' of the test result distribution is longer than the right one. It is a typical situation for 100-point knowledge-evaluation system with the 60% critical value. However, the fact that the absolute value of the skewness coefficient is more than 0.5 should be considered. The distribution kurtosis is also negative and proves the flat-toppedness of the test results distribution. The fact of flat-toppedness is common for the distribution of knowledge assessment of big number of students. The coefficient of internal consistency makes up 80% and shows the good level of consistency between students' test answers. The standard error for all attempts is 9.05%, so the interval value of all test results could be measured by the value of $\pm 9\%$.

Another interactive element of Moodle is a seminar (fig. 6).

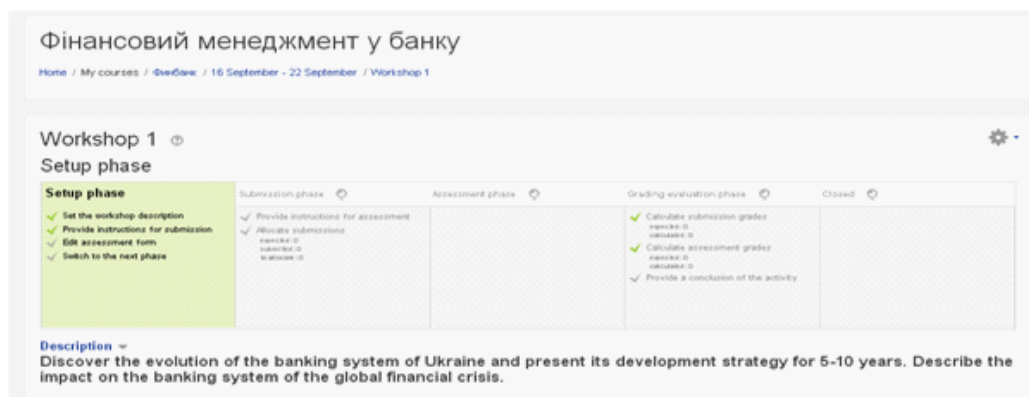


Fig. 6. The fragment of the seminar of the discipline «Financial management in a bank»

As shown in fig. 6, the module «Seminar» allows collecting and analyzing the works of students using collegial evaluation. Students can introduce any digital content, and may also enter text directly in the field on site with built-in text editor. The collegial evaluation process and criteria for this evaluation should be formed in advance with the examples of materials presented by a teacher, with reference to the example of evaluation. Students are given the opportunity to evaluate one or more of their colleagues. Materials and reviewers can be anonymous, if desired. Students receive two ratings: evaluation of their material and evaluation for assessment of the colleagues' material. Both evaluations are logged in ratings.

The module «Task» which allows teachers to give students tasks, collect, evaluate them and provide feedback on these works, is shown in fig. 7.

As shown in fig. 7, to complete the task, students can send any digital content (files), such as text documents, spreadsheets, pictures, audio and video files. In considering the tasks teachers can leave feedback or text files with a detailed explanation about the work of the student. Tasks can be evaluated or quantified with the alphabetic scale. Extended evaluation method such as rubrics is also available.

For feedback on the results of teaching the discipline «Financial management in a bank» in the Moodle system of S. Kuznets the element «Questionnaire» is used. It helped to gather data which proved useful in assessing and stimulating learning in distance courses (fig. 8).

As shown in fig. 8, the survey was carried out to understand how distance learning was useful for students. The responses were treated at a high level of confidentiality and did not impact their grades.

The analysis of the questionnaires of the masters who receive the full-time in «Finance, banking and insurance» education in S. Kuznets KhNUE proved the feasibility of using interactive elements of the system Moodle.

Thus, the use of the Moodle system will make it possible to achieve the required level of competences of students when studying the discipline «Financial management in a bank».



Fig. 7. The fragment of the module «Task» of the discipline «Financial management in a bank»

Fig. 8. The fragment of the questionnaire of the discipline «Financial management in a bank»

Conclusions and outlook. Using interactive learning tools of the Moodle system in the process of teaching the discipline «Financial management in a bank» made it possible not only to provide any time access to the discipline, but also provided a wide range of resources and activities for training, allowed increasing the motivation of students to learn significantly.

The deep analysis of interactive elements of the Moodle system gives an opportunity to conduct diagnostics on the different levels: student, group, teacher, as well as topic, module, subject, major; forecast the level of further activities and define the strategy of the distance learning.

During the distance learning, a teacher should understand the technological, organizational, socio-psychological factors for reaching the maximum pedagogical result, and recognize the necessity of regular distance course actualization.

Therefore, while teaching the discipline «Financial management in a bank», the execution of the Moodle system allows adjusting the existing stationary courses to the individual usage, providing students with the wide variety of self-education opportunities. It establishes propitious conditions for increasing the efficiency of launching modern learning technologies and granting student's mobility, encouraging student's creativity and personal fulfillment.

Despite all its advantages, the Moodle system of distance learning has some flaws that were found out during teaching the discipline «Financial Management in a bank» in S. Kuznets KhNUE:

- the lack of direct contact between teacher and student (a teacher cannot verify whether a student has performed the tasks and tests single-handedly);
- the need for strict discipline of the student (learning results mostly depends on autonomy and consciousness of students, students do not always perform the tasks if the performance evaluation is not provided in an electronic journal);
- considerable time spent by a teacher on development a course.



To support the further development of personal training systems based on Moodle of S. Kuznets KhNUE, improve their level of interactivity, eliminate existing deficiencies, the Department of E-learning Tools provides a number of measures:

- creation of methodological support on three levels (content level, interactive level and the level of online courses);
- conducting a series of seminars about interactive levels during March-May 2017;
- individual consulting of the teaching staff of the university to develop courses using distance technologies;
- renovation of courses (from September 2017).

In the second semester of 2016-2017 academic years in S. Kuznets KhNUE the next tasks are put before departments: 100% coverage of subjects of personal training systems on the content level as of June 1, 2017; an active implementation of interactive learning tools of communication and feedback.

Areas for further research are working on the identified deficiencies of the Moodle system, the successful elimination of which confirms practicality and feasibility of its use for formation of competencies which are necessary for students.

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СИСТЕМАТИЗАЦІЯ ФАКТОРІВ ЕФЕКТИВНОСТІ УПРАВЛІННЯ КОНКУРЕНТОСПРОМОЖНІСТЮ СІЛЬСЬКОГОСПОДАРСЬКИХ ПІДПРИЄМСТВ

Гонтарева І. В.

Анотація. Статистичні дані, отримані національними та міжнародними організаціями, демонструють недостатній рівень конкурентоспроможності сільськогосподарських підприємств України. Метою статті є систематизація факторів ефективності управління конкурентоспроможністю сільськогосподарських підприємств із використанням ознак результативності, економічності та функціональної організованості. Основними методами дослідження є системний підхід і економічний аналіз. Конкурентоспроможність сільськогосподарських підприємств відображає результати задоволення потреб і очікувань стейкхолдерів – споживачів, суміжників, територіальних громад. Управління конкурентоспроможністю має враховувати особливості дії закону вартості в агропромисловій галузі. Ефективність управління оцінюється за рівнем досягнутих результатів і економічності процесів їх отримання, а досягається за рахунок використання принципів функціональної організованості. До факторів забезпечення ефективності управління конкурентоспроможністю сільськогосподарських підприємств відносяться: номенклатура, кількість і якість продукції, а також альтернативні витрати сільськогосподарських підприємств; стан техніко-технологічної бази та природних ресурсів; жива праця; людський капітал; фінансові ресурси.

Ключові слова: ефективність, конкурентоспроможність, система факторів, результативність, економічність і функціональна організованість, сільськогосподарські підприємства.