HUMAN CAPITAL - E-LEARNING AND STRATEGY OF DEVELOPMENT

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Key words: human capital, education, e-learning, development

Abstract: Conception of human capital is not entirely original, but it has achieved enormous success among international institutions and western governments, not only because it propose a strategy of permanent development as its advocates suggests, but because economical justifies education; what is in the eyes of decision makers only valid justification. It seems that globalization of on-line education opens fairly big market to firms that offers educational products. World market of on-line higher educational system in the years between 1996 and 2002 has passed over from 97 millions dollars to 3,9 billions of dollars; number of educational CD-ROMs has tripled in the period between 1996 and 2000. Prevailing doctrine in pedagogy and education today has a focus in the theories of human capital. These theories, although full of ideological prejudices, reflect very real tendency of modern capitalism to mobilizing a far greater number of values to their double aspects of factors of production and merchandise. With the term human capital different economists determine “stock of knowledge, which can be economically evaluated and has been captured by individuals.” In the first place, these are qualifications, gained either in the system of qualification or either through professional experience. In the wider meaning this conception grasps numerous trumps, which can be carried into effect by individual in the marketplace and can be shown by employee as a potential sources of advantage: for example physical appearance; good manners, way of life and state of mind or even good medical condition. In such manner by the opinion of OECD human capital would unite “knowledge, qualifications, competence and individual characteristics, which relieve creation of personal, social and economic welfare.”
that the world today is in a global crisis and ecology and technology in a new human challenge which is becoming dominant mark of human thinking, behaviour and acting in contemporary communicational and technical world. Modern life is setting human ecology in the first plan. Author is epamising in his paper that ecology and technology shouldn’t be left on their own, but all technologies must be used in human communicational manner with the goal of reaching maximal technological terms of communicational surroundings, space, culture, tradition and educative skills of all citizens.

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**Abstract:** An information system is the basis of a hotel as a business system. Its role is to improve the processes involved in performing, managing and strategically planning business operations. It enhances the intangible features of services and increases process and service outcomes of learning and teaching in 21st century.

**Key words:** management, hotel, tourism, information system

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**Abstract:** Despite three decades of government initiatives and academic research, the use of information and communications technology (ICT) in learning and teaching remains only partially understood. This paper strives toward giving some evidence how new knowledge provided by cognitive, social, and learning scientists, information and computer scientists, and subject matter specialists studying learning and teaching has generated advances in our understanding of learning and teaching processes and contributes substantially to our understanding of how to use ICT to improve and transform learning and teaching. The production, sharing, and use of new knowledge and developments can dramatically improve and change the processes and outcomes of learning and teaching in 21st century.

**Key words:** education, communication, technology, learning

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**Abstract:** The diagnosis of the problem of the contemporary world in the area of global media communication is a basic challenge for existing and modernised educational systems. Without a complete vision of the world, people
cannot exist in a fully aware way. Hence, the most important questions related to such social development in which no one would be excluded from the world-wide circulation of information. The general assumptions of common media education have been presented in the article.

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**Title:** VISUAL ARTS THEME OF MARITIME STORM AND/OR ITS CONSEQUENCES  
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**Abstract:** A maritime storm is characterized with strong, destroied wind and with powerful sea. On the other side ship as one complex maritime reality is able to be one specific «social laboratory» due to various interactions, social dependents and pressions of different persons within the long time. It is very important to believe in possibility of dealing with crisis of storm or ship damage. The aim of this paper didn’t bring nearer social and individual mariner psychological aspects in the crisis of storm or ship damage than to bring nearer the storm and ship damage impression and their articulation by visual artists. Therefore visual art works on theme of maritime storm and/or its consequences were sorted out available books of visual arts history. In this way The flood of the magnificent Leonardo da Vinci is prophetical now such as The wave of Gustave Courbet with its fullness of elementary dramatic power. It seems that the big theme as maritime storm and/or its consequences i.e. its variant could be articulated only by great visual artists as L. Da Vinci, W. Turner or O. Kokoschke because they could make the scene of maritime storm as the undying battle between life and death i.e. Eros and Thanatos.