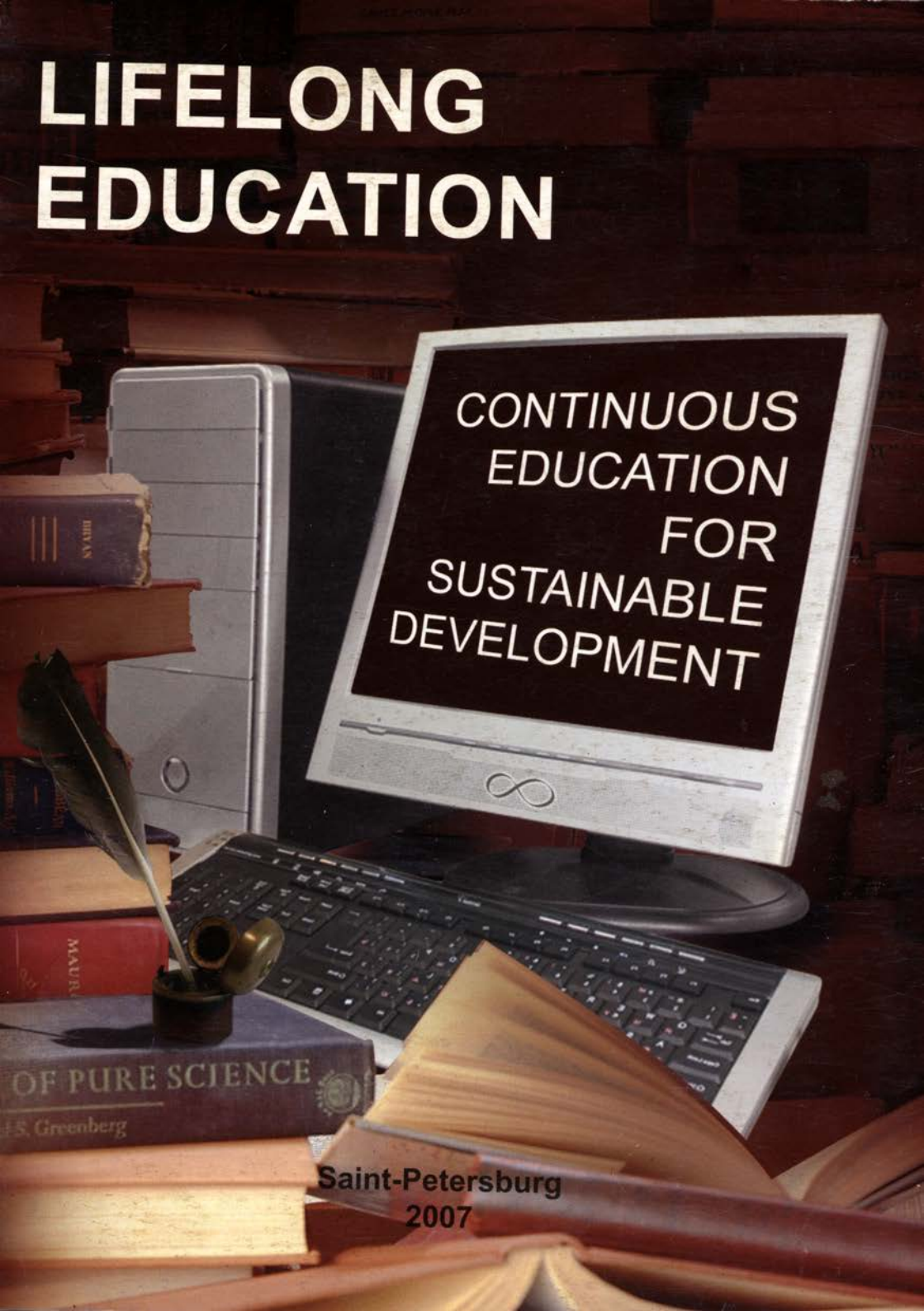
LIFELONG EDUCATION



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LIFELONG EDUCATION: CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT: PROCEEDINGS OF INTERNATIONAL COOPERATION IN THE REALM OF CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Under scientific editorship
of N.A. Lobanov, V.N. Skvortsov

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This book presents experience of international cooperation in the field of continuous education for sustainable development. During five years in early June teachers-experimenters, scientists, specialists meet at the Leningrad state university n. a. A. S. Pushkin to discuss the problems of life-long education as well as contribution of this form of education to the theory and practice of sustainable development, pedagogical and social mechanisms of challenging problems of civil, ecological and social education of youth. The most important challenge is collective securing of local and global sustainable development. All authors (in explicit or implicit form) are unanimous that life-long education renders a positive influence upon the quality of educational process, on the maintenance of necessary and sufficient professional level during whole labour life, on the quality of life. Through these social, pedagogical and economic mechanisms life-long education govern the sustainable development of separate countries and world community. Scientists and specialists from Belarus, Denmark, India, Kirghizia, Latvia, Lithuania, Russia, Ukraine, Uzbekistan, Kazakhstan, USA, Sweden, Sri Lanka, Finland appear in pages of this book.

Proceedings of international cooperation are of interest for Russian and foreign lecturers of high schools, teachers, managers in the field of education as well as for scientific workers, graduate students, students studying the humanities and natural sciences. Fifth volume of proceedings of international cooperation is published both in Russian and in English.

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LIFE-LONG EDUCATION AS KEY TO SUSTAINABLE DEVELOPMENT: FOREWORD

Aspiration of person to the life-long education was always manifestation of liberty of his will. It expressed his existential beliefs about his predestination in his life. During several millenniums a phenomenon of the life-long education was de-veloped as personified non-institutional form of self-education and only in the me-dium of past century it moved from the area of individual need to the area of public need. As social phenomena it has got a certain recognition from the progressive part of population and legal support from international organizations and, first of all, UNESCO, as well as from many governments.

Gnoseological sources of modern process of life-long education are: (a) historical educational tradition life-long self-education of non-formal social elite of society; (b) realization by the state need of constant (at least during normative term of working life) maintenance of certain level of professional knowledge of work-man as a precondition of his efficient work; (c) realization by the individual (citi-zen) needs for continuous raising of professional knowledge as condition of pro-fessional promotion, economic and social welfare.

It is possible to consider two last gnoseological sources as global factors of formation of system of life-long education. One of them has objective but other a subjective nature. Influence of these two factors on the educational system, and, eventually, on the whole social sphere defines conditions and intensity of life-long education.

Global, worldwide nature of social-economic process which got name "life-long education" gradually leaves scope of education and becomes a part of the public consciousness. Earlier all educational reforms (put into practice with the dif-ferent success in one or another country of the world) have had local, state and na-tional character; they were aimed to overtake other countries. But in the second half of XX century objective conditions were formed for arising a first world re-form of education which predetermined mainstream of education development in XXI century: life-long education.

Mankind believe in practical realization of this reform. Probably these expectations are connected with an increase of a life-span, victory over fatal illnesses, global overcoming of poverty and many another things which will reduce suffer-ings of people and will do their life more socially successful. But future is under question in the circumstances of conservation of ecological, economic and social instability. That is why UNESCO, governments of many states, governmental and non-profit organizations, millions of people connect many problems of stability with life-long education. This book is exactly devoted to this problem.

We thank all, who has sent to this book their own thoughts on place and role of life-long education for sustainable development, who communicated about prac-tical realization of UNESCO concept, who creates domains of sustainable devel-opment at his workplace to the extent of his professional knowledge and physical power. One of such domain is a Leningrad state university n.a. S. Pushkin, which for the fifth time jointly with scientists and practical workers organizes an international conference "Life-long education: continuous educa-tion for sustain-able development".

Vyacheslav N. Skvortsov and Nikolay A. Lobanov

A MODEL OF THE CONTENT OF ECONOMIC EDUCATION IN THE PRIMARY CLASSES OF A RURAL COMPREHENSIVE SCHOOL

A. B. Abybulaeva, Z. H. Abdrakhmnov, K. M. Arymbaeva, D. A. Zhunysbekova

One of the contentious methodological problems of pedagogy is the search and definition of the optimal aims of education. In modeling the formation of economic education in the primary classes of a rural comprehensive school we attribute an important particularity; that is the orientation towards the choice of profession needed by the community. In the course of our study we rely on the concept of the orientation of the person developed by Professor G. K. Nurgalyeva.

An understanding of the essence of the process of economic education in the primary school with the focus on the choice of profession necessary for the development of the community is impossible without the substantiation of the process of internalization of objective economic values. The primary school, charged with laying the foundations of an economic education, holds the potential for the orientation of the young schoolchildren to choose a profession in accordance with their individual capabilities.

The relation which the pupil forms with adults and his or her contemporaries influences the formation of the child's personality. He forms the ability for social behavior (collectivism, responsibility for his actions, comradeship and mutual aid). At this young age the schoolchild forms his moral qualities and positive character. Children are very trusting, lending to imitation. The authority of the teacher is unquestionable for the child. In the case of rational organization of activity it is possible to develop in the primary school pupil such qualities as initiative, independence, diligence, a culture of behavior and activity. The result of economic education is economic breeding, the proof of which is the presence of economic consciousness, ability for emotional feelings, lasting positive habits, and the culture of relationships in the childhood collective. It is necessary to develop will power in the schoolchild, the ability to control his own behavior, in which elements of economic activity exist.

In such a way the model of the formation of an economic education in the schoolchild of a rural comprehensive school allows the teacher to secure the economic education of the young schoolchild with the help of modern success in academic and technological progress in the economic sphere.

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CONVENTIONAL AND NON-CONVENTIONAL METHODS OF TEACHING MATHEMATICS AT PRIMARY SCHOOL

A. N. Abdrakhmanova, D. A. Zhunisbekova, L.T. Iskakova, M. O. Musabekov

Cardinal shift of emphasis in education has demanded updating of the contents and the methods of teaching mathematics at primary school. The new content of mathematical education is chiefly designed to form culture and independence of thinking in young schoolchildren, general elements of training with means and methods of mathematics. At the present stage of improvement of the lesson, the parameters of efficiency of the basic form of teaching are stipulated by the final results of the lesson and the system of lessons, the level of mastering of scientific knowledge by pupils, readiness and further development of their skills, cognitive interests, outlook and moral conduct. Application of more advanced methods of training entails search of more advanced and convenient forms of organization of training activity for schoolchildren of different ages lying within the existing system of classes and lessons but essentially changing its contents and procedure.

Pedagogical activity in the system of combination of conventional and non-conventional training can be safely treated as innovative creative activity. The majority of teachers have worked for a considerable part of their pedagogical life in a conventional school, thus perceiving the system of conventional and developing training as a certain innovation. The new general-education system needs a teacher of a *new type*. The primary goal of such a teacher is not to deliver knowledge to pupils but organize an independent activity of the pupils designed to master the methods of analysis and generalization of the teaching material.

The combination of conventional and non-conventional education considerably enriches interpersonal communication between the pupil and the teacher, which positively affects the results of training and the personality of the pupil. Every pupil is involved into training and organizing activity implemented through communication. At the lessons, the pupils are encouraged and blamed in a benevolent business-like atmosphere of communication. Communication in such lessons functions primarily as mutual assistance, correction and assessment. A good emotional contact facilitates increase in motivation to study and raises the level of communicative culture. Following is the tabled main features of combination of conventional and non-conventional methods of training

Components of the pedagogical process	Main contents
Training objective	Provision of pupils with knowledge, skills and experience + general development of pupils, mastering of learning methods
Training contents	Examples, facts, arguments, texts + generalization of a law, theory, rule and concept
Training forms	Group, individual, whole class + teamwork training, a collective way of training
Teaching methods	Verbal, visual, practical + of problem statement, partial search, heuristic / brainstorming methods
Control, assessment	Control and assessment of the training results by the teacher + self-control, self-assessment
Mentality	Empirical + theoretical
Mutual relations of the teacher and the pupil	Subject-object relation + cooperation, collaboration

Efficiency of conventional and non-conventional methods of training is influenced by a combination of collective, group, pair and individual work. However, whatever form is implemented at the lesson, its efficiency necessitates organizing group communication based on the new knowledge and resulting in development of each subject of this communication.

The above allows drawing the following conclusion: efficiency of combination of conventional and non-conventional methods of training and activation of training at lessons with application of non-conventional methods of training are connected with formation of positive motivation to studies and determination of dependence of increase in the level of knowledge, skills and experience of young schoolchildren on the pedagogical methods applied.

ROLE OF HIGHER EDUCATION IN THE LIFELONG EDUCATION SYSTEM

R. Aliev, S. Zaynabidinov, T. Madumarov

Success of reforms in the Republic of Uzbekistan, construction of a new democratic society depend mostly on an intellectual, professional and spiritual level and potential of the new generation. It is only a harmoniously developed personality that can become a reliable supporter of democratic reforms. Understanding of this truth, fairly underlined in all documents of the republican government, should underlie the process of reformation of all spheres of social life, including education.

Implementing the national staff-training program, higher school has made a serious success and accumulated valuable experience. Introduction of test examinations to enter educational institutions is worth particular mentioning. This method allows making an objective and fair selection of the most talented and well-prepared young people from several tens of applicants without interference of teachers. More than ten years have passed from the moment of introduction of test-based enrolment to the republican educational institutions. This period of time allowed the higher school to accumulate sufficient experience. At the same time, the applicants have also accumulated their experience, adapted to enrolment rules and found various ways to pass the tests successfully. The latter includes tutoring, which is becoming increasingly popular. Nowadays, senior pupils or undergraduates cram only three subjects in the area selected. Another way to pass tests is to make various cribs with application of state-of-the-art engineering achievements. Thus, unless the rules of enrolment and the method of testing are periodically improved, we will soon test tutors and crib-makers.

Expansion of the educational space, in its turn, makes the faculty more responsible and diligent towards their job. However, some teachers still stick to old routines in their mentality and practical activity, trying to do with previously acquired knowledge. It is necessary to note that there is a category of teachers having mastered modern pedagogical technologies and working really hard. Therefore, assessment of the teachers' activity should be strictly differential.

The ideological and theoretical level of the faculty, high professionalism and spirituality, the teacher's example largely stipulate those targets the policy of the government in the sphere of higher education is aiming at. Therefore, self-education and advanced training of teachers always was and still is a key issue. As this problem is inseparably linked with the quality of preparation of specialists,

establishment of a scientifically reasonable system of advanced training and exchange of know-how with leading foreign countries is becoming topical. Retraining of specialists or their training for a new profession within the lifelong education system is becoming pressingly urgent.

In view of the new facts as well as globalization of the educational space, we should resolutely pass to individualization of the training process based on independent work of the student, i.e. pass from a monologue system to a dialogue one. What factors have caused introduction of experimental forms of training into practice? First, it is the method of training, which is applied in many foreign countries, where attendance of lectures by students is optional and free. The lecturer briefly acquaints the students with importance and guidelines of the problem, devoting the rest of the time to personal research experience and creative disclosure of the problem. The teacher's lecture is deposited in the library, where everybody can read it. This method enables independent comprehension of the problem by the student and gives opportunities for independent creative work. Second comes the republican experience of preparation of lectures, creation of information resource centres of electronic versions and the so-called block method of training, which allows effective involvement of invited lecturers and specialists. The result is a new type of mutual relations between the student and the teacher where the teacher becomes a genuine mentor of the youth, and teaching and educational process gets a democratic nature. It is necessary to direct the faculty's efforts towards generation of new scientific and methodological ideas and developments, without which progress in the higher-education system is impossible.

Thus, life dictates the necessity of training, demanding active participation in acquisition of knowledge and attainment of truth not only by the teacher, but also by the student. It is a very hard labour making the teacher have solid and profound knowledge, vocation, and aspiration to master the advanced methods of training. In this connection, higher education as the fundamental basis for preparation and retraining of competent specialists for various branches of national economy plays an important part in the lifelong-education system.

ETHNOCULTURAL APPROACH TO THE REALISATION OF MODERN TASKS OF PROVIDING THE GENERAL EDUCATION SCHOOLS

N. Sh. Almetov

In this report we tried to stand upon the thought about, that ethno cultural approach could project as the mechanism, deciding the new tasks, standing to the kazakh schools on the wave of native schools' reforms of the first and second decade of XXI c.

As the arguments to this assertion's use is servicing the next considerations: (a) the history of education and modern pedagogical experience are the proof to the «every good putting up education will be national» (S. I. Gessen), and that's why school's reform is condemned to the failure; (b) cultural according and the humanism of national pedagogics realizing the most favorable grounds to the decision of humanism's tasks and democratization of schools, uncovering of spiritual and physical possibilities and talent of every pupils; (c) not disputing the dialectical of national pedagogics, can assertion about its' stabilization. That's why national pedagogics is the power means of developing the soul and the body of rising generations (d) ethnoculture can form the whole ethnical picture of world, can promote to the patriotic upbringing; (e) ethnocultural education is connected with the master of high stage's pupils to the traditional kinds of farms and trades, what is favorable to the creation of system of profile and professional orientate training of pupils and etc.

Analyzing the whole experience of realization of providing general educational technologies at school education, we came to the conclusion that one of the main reasons of deflection of the results of using pedagogical implement in the pedagogical practice is underestimation, and neglect of ethnocultural factor. The most of the teachers-subjects, class teachers and tutors «adopt» pedagogical technologies, what in the other educational systems or in the other spheres gave the positive results.

In the same time taking over the methods of teachers - innovators, our teachers often doesn't take over to attention the next circumstances: at first, every adopted pedagogical technologies must be worked out again within the prism of ethnoculture, tasks and peculiarities of national schools; at second, adaptation of pedagogical technologic training and upbringing necessary to understand as in a broad means, that is with the position of reproductive social-economical, demographic and in the other aspects, so that in the gnoseological aspect. That's why structiation, algorithms, standardization of maintenance and the ways of training and upbringing, aimed at realization of concrete practical

adoption within the teachers and pupils in the various spheres of co-activities, necessary to carry out with the calculation of process of perception, presentation and imagination, the character of attention, style of children's thinking of that ethnos, who take education in the national school. Without it impossible to reach positive results in learning of knowledge, skills and habits in formation of social valuable forms and habits of behavior, as an example is a sad experience of teaching the children in the national schools with the use of foreign books in the soviet time.

So that, strategical tasks of developing Kazakhstan's schools are more assist to the developing of schoolboy's personality, to their socialization out coming of national history, culture, traditions, customs, mentality. Ethnoculture in the historical retrospective and perspective becomes fundamental basis, maintenance of the new educational end educative systems of kazakh schools.

PEDAGOGICAL TECHNOLOGIES IN IMPROVEMENT OF PROFESSIONAL SKILLS AND RETRAINING PEDAGOGICAL PERSONNEL

N. N. Azizhodzhaeva

The republic of Uzbekistan is now on the way of perfection of the system of uninterrupted education. There have been accepted "The national program in professional training "and" The law of Education " in the republic which have put a cardinal task in preparation of the competitive personnel. The Strategy of making and development of a complete system of training personnel in the republic provides for guaranteeing the social and state necessities in high skilled personnel. One of the defining tasks is the maintenance of productive education and training skilled personnel on the basis of teaching - professional programs.

The main aim of professional teaching consists of the provision with training competitive specialists. The experience of training specialists in the USA, Germany, Japan, France, England and other industrially developed countries shows that the most important task in considered the training personnel's intelligence and logical thinking. In decision of this task it should be paid more attention to independent work of trainees who develop the skills of self - education, it is also necessary the perfection of professional, spiritual and cultural knowledge to the skilled personnel.

Professional education should be realized at a such level as it could have provision with outstripping training the competitive personnel taking into account the development of science, techniques, technologies and economics, as in the country as abroad.

The new generation of competitive personnel should possess the ability both to put and solve the problems in the prospect, have high cultural thinking and skills of independent concentration at scientific and technical also social and political information. In solution of problems, the system of improvement of professional skills and training personnel is found to be important in accelerated rise of teaching level of the population.

The reforming system of important of professional skills and refraining personnel is carried out including being held social and economical refraining in the country and, is stipulated the creation of necessary social, economical, legal, psychological and pedagogical conditions in realization of mobile refraining skilled personnel taking into account changing the necessities of lab our market.

In the process of reformation system of improvement of professional skills and refraining personnel, there is created orientation at the market, including the system of educational services, capable to have provision with motivation at constant intensification and renovating professional knowledge, habits and skills of personnel, also realization of mobile and effective refraining personnel taking into account the necessities of lab our market, personality, state and society

The organization of improvement of professional skills requires generalized model and factual grade of qualification of teachers. On the basis of it, such comparison should be identified the length and contents of improvement of professional skills.

The system of professional skills and retraining teachers must be based on a modern paradigm of higher schools. In theoretical plan, the modern paradigm of improvement of professional skills has " Humanistic paradigm" on its basis, which a person turns up the supreme creature on the earth and it puts forward a new approach of solution of problem of changing the attitude of a man to nature , to society and to himself. Humanistic approach in the concept of improvement of professional skills studies the role of science and techniques in development of mankind as an important and necessary means .The achievements in the field of science and techniques are appreciated in a wide system like "A man and the world", "A man and nature", "A man and society", "A man and a man".

The modern paradigm of improvement of professional skills is based on social orientation of educational system in theoretical plan, this is the highest competence of the personality. Social and scientific also technical flourishing requires the retraining personnel of the highest and ultra high qualification, being necessary to possess forward technologies and pseudoscientific man a factories. The received education in these conditions is challenged for help in realization of vital and professional self- determination of personality.

Social and professional mobility of personality. There are growing the requirements of social and professional mobility of personality in conditions of competitive market economy, capable fast change profession if it is necessary, to obtain the new social roles and functions.

Personality: citizen skip ness, democracy and humanistic orientation. Ihe main thing is democracy, humanism and integration in education system in realization of humanistic paradigm in improvement of professional skills. Ihe problem of democratization is decided in various levels of the system of improvement qualification, democratization advances the leading ideas in the improvement strategy of professional skills, and determines the orientations

in improvement of professional skills. The aim of democratization of the improvement system of professional skills is the personality, forming on the basis of democratic principles. The realization of the problem of humanism in the system of improvement of professional skills requires a formation of a new interaction strategy of teachers and students.

The new paradigm of improvement of professional skills bases on the categorical structures of thinking and knowledge integration. In new approaches to the content of improvement of professional skills., the main problem is a formation of global thinking.

The New approaches to the system of improvement of professional skills and retraining skilled personnel requires to provide for workouts of the whole system of using pedagogical technologies. It is necessary to work out the active forms of teaching, taking in to account the modern requirements on teachers of higher schools and differentiated approach. The choice of forms and orientation of the improvement system of professional skills should be realized including being keeled diagnostics of a grade of knowledge, habits and skills of each teacher. Professional and scientific preparation of teachers bases on integration of teaching, science and manufacture.

The length of improvement of professional skills is determined with individual approach to professional, pedagogical and scientific grades of qualification of teachers. The Tuition by corresponcience form of improvement of professional skills proposes a support on the development of intra-structure of distance education with using electronic technologies.

The one more important place is taken by the research of professional "entry" of young personnel on to the teachers profession. Pedagogical technologies have an opportunities to work out diagnostic grade of obtaining knowledge, habits and skills of graduates who are bachelors and masters.

The achieved results define the orientation of improvement of professional skills of young personnel. There have been working out new approaches on refraining of young specialists and there work with the direction of skilled teacher - instructors on the basis of pedagogical technologies. Thus, effectiveness os the systems of improvement of professional skills and refraining personnel is defined the scientifically based concept. The concept of the two systems, including theoretical grounding, suggests scientifically - methodical bases of stepped organizations of improvement of professional skills and refraining skilled personnel in specialty and pedagogical mastering.

THE INTERACTION OF A FAMILY, PUBLIC ORGANIZATIONS AND EDUCATIONAL FACILITIES IN FORMING CIVIL FEATURES OF DISABLED CHILDREN

G. H. Bakieva, O. Musurmonova

The consequence of state policy of the Republic of Uzbekistan in the sphere of education is clearly observed in accordance with the adoption and further realization of the Laws of the Republic of Uzbekistan "On Education", "On National Teacher-training Programme" which decline the objectives must be fulfilled in educational process, out-of-class as well as out-of-school activity in a family, in mahalya, on the place of residence, in different life situation.

Under the conditions of radical social-economic and cultural reforms the family problem is raised to the level of state police. Therefore one of the basic aims of our state is to provide the well-being of a family. The Head of our state I.A.Karimov considers industrious stable spiritually-mature and cultural family as one of the main principles of society. The principles of close interaction and cooperation, consequence and continuity can be the guarantee to provide the stability, well-being, peace of a family.

One of basic aims of our state and society is to develop the sense of patriotism, national consciences and national pride in young people and particularly in disabled children. Special attention should be given to form such qualities as: respect, honor, sense of hope, love to their family, love to their people, love to their Motherland, familiarity with their family-tree, traditions and customs, familiarity with professional skills of their ancestors, honor them, and they should know the decrees of the President of Republic of Uzbekistan I.A.Karimov, laws adopted by the Parliament, Government resolutions, state symbols, the knowledge of the language, literature, art, religion, culture of the people, etc.

This knowledge and features with the disabled children is formed: in a family, in the process of out-of-class and educational work, during different sociomassive measures which are held on the basis of interaction and cooperation of a family, school, higher educational facilities and other forms of interaction. Due to this all teachers, parents and public institution are set a task to create conditions for the optimization of the structure for intellectual environment, intellectual activity and intellectual self-consciousness and on this basis to form with the disabled children feelings of patriotism and selflessness. Most forms of cooperative activity are expedient and effective, in particular, measures to spread culture and enlightment which are held by mahalyas, by educational establishments with the participation of the sport competitions with the families'

members participation; carrying out of art holidays, contests of family assemblies, promulgating national art of Uzbek people and of other nations, etc.

The youth patriotism is not built spontaneously, to form it there must be used all known forms and methods and it is also necessary to search for the new and effective methods of teaching and educational work. In realization of this work a great role belongs to the work of clubs for patriotic education and public associations and movements of Motherland defenders. We should expand the possibilies of national games that in Uzbekistan were raised on the level of important national values since old times. These games contribute to physical and moral improvement of the youth. In the matter of patriotic education an important role is given to the "days of humanism spirituality", "lessons of spirituality", meetings with the heroes of the Motherland and labor veterans. All these measures are held in all facilities and in teaching and educational establishments.

Upbringing of young generation on the basis of positive example of their parents, keeping family traditions, moral values, forming the sense of hope, love and respect play a great role in preparing young people to future family life. Other attention to be paid is how ready the parents are to upbringing process therefore it's necessary to renew the work of institutions for young parents, include it in education program at public schools. Subject as "Preparing the youth to marital life" must be introduced to higher and secondary-specialized establishments and "Family Psychology and pedagogics" must be introduced to all other higher and secondary specialized establishments.

RESULTS OF EMPIRICAL RESEARCH CARRIED OUT BY PSYCHOLOGISTS IN EDUCATIONAL ESTABLISHMENTS

S. Baratov, E. Mukhtorov

The results of empirical research undertaken in this paper reveal the nature of the organisation of psychological services, and enable us to identify several typical indicators in criteria of psychological defence among students of experimental and control schools. The results enhance our experience in the organisation of psychological services in schools and consider the results of the formation of psychological defence under various study conditions. In the work of a practising psychologist, experimental tasks prompting logical operations, inducing one action or another etc. can play the role of functional tests. It should be noted that, regardless of the type and conditions of the school, students perform study tasks on the basis of psychological defence, which is connected to the development of a successful individual style, successful relationships and emotional activity.

The indicators of psychological defence obtained by us significantly differ between students in experimental schools and those in control schools. Among students of experimental schools (c.2000), the diapason of psychological defence, judged by normal emotional activity, was between 60-70%, while among students of control schools it was 37.7-45.8%. This data proves that normal emotional energy, expressed by the criteria of successful self-adjustment, adaptation to activities and satisfaction with one's actions, is significant for the social and psychological development of the student's character. It should also be noted that students of experimental schools formed a greater psychological defence according to the above factor. Analysis of the children's comments, completed questionnaires, discussions and results of additional tests showed that the majority of children studying at experimental schools experienced a feeling of happiness upon completing study tasks and felt confident and energetic, which together creates more successful conditions for the development of inner activity in relation to oneself, the understanding of the social meaning of one's own actions and the development of committed interest in the accomplishment of a task. The data recorded by us concurs with the results of empirical research led by Ricks and Wessman, L. Festinger, L. O. Hebb and R. S. Nemov, which basically asserted that to achieve the highest results in an activity, neither very weak nor very strong emotional excitement is desirable. Each and every person has an optimum level of emotional excitement necessary for maximum efficiency at work. Too little emotional excitement does not create

the necessary motivation for activity, whilst too much destroys it, disorganises it and renders it uncontrollable.

Analysis of the most significant results obtained by our method allows us to establish that a successful attitude to an activity is important for the social and psychological development of personality. The group of children showing indication of a successful attitude included 60-88.3% of students from experimental schools and 38.1-44% from control schools (see table below.) The difference is statistically significant ($t<0.05$). Students who demonstrated an actively positive attitude to themselves characteristically possessed self-awareness and self-development (1st category), an actively positive attitude to the process of teamwork in an activity, (2nd category), and awareness of the productivity of their activity (3rd category) in experimental and control schools. However, the diapason of self-awareness in the process of an activity visible in students of control schools increased from 30% to 37.2%. On the other hand, these indicators are almost twice as low as among students of experimental schools, which demonstrates their under-developed positive attitude to themselves and to their activity.Average figures of socio-psychological protection

of secondary school student

Factors	Criterions	Objects					
		П 1 (range) min-max	111=2000 (average)	E	П2 (range) min-max	П2=2000 (average)	Student efficiency factor under t<0,05
III	3	50,3-61,8	59,9	1,01	38,2-45,8	41,1	1,13
	2	61,1-71,0	66,9	1,00	30,0-42,3	36,3	1,15
	1	50,0-63,8	42,8	1,02	33,2-40,0	36,5	1,23
	Total	58,1-64,8	61,4	0,58	33,9-42,7	37,9	1,17
II	3	60,0-70,0	64,3	1,00	42,7-54,8	47,4	1,11
	2	58,3-61,6	59,8	1,01	38,3-40,0	39,2	1,15
	1	61,7-73,3	68,0	1,00	30,0-37,2	33,8	1,26
	Total	60,0-68,3	64,0	0,58	38,1-44,0	40,1	1,17
I	3	57,8-61,6	58,6	1,01	39,1-50,0	44,1	1,10
	2	60,0-62,8	61,3	1,01	42,7-55,5	48,1	1,09
	1	60,0-70,0	65,2	1,00	37,7-45,8	41,4	1,17
	Total	60,1-64,2	61,7	0,58	40,7-50,4	44,4	1,12

The materials obtained with the help of primary and additional methods show that the insufficient (in comparison with s54 0 Td ((i)Tj 0 Tc (n)Ta method wit sTj

the concrete structure of socially important motives: where a desire to learn is not present, committed interest in a socially significant study activity is still not in evidence. Against this background, the weak motivation of the study activity is more evident. It is another picture altogether in experimental schools, where psychological services are regularly in use. Attracting students to active independent action, in the active search of a solution, giving them the opportunity to find various options of organisation and accomplishment (rational in terms of social factors, simplicity and originality), the use of psychological services results in schoolchildren approaching their work as a unique kind of creativity, and this in turn activates and stimulates their action.

Thus during the course of our research, differences in the development and formulation of a successful individual style of action were identified among students of experimental schools and those of control schools. The data obtained once again confirms the truth of I. V. Dubrovina's assertion that an individual approach to learning and upbringing does not mean that the child has to be taught and brought up individually, separately from other children. The task of the individual approach lies in determining a detailed diagnosis of the child's individual possibilities, in defining the optimal sphere for the development of his or her capabilities, and in reinforcing the child's own activity. This kind of activity, which has great significance for the social and psychological development of a person, was more characteristic of students of experimental schools.

INFORMATIONAL-EDUCATIONAL PORTAL PEDAGOGICAL HIGH EDUCATIONAL ESTABLISHMENTS OF REPUBLIC UZBEKISTAN

U. Sh. Begimkulov

August 29, 1997 on IX of session Oliy Majlisa (Parliament) of Republic of Uzbekistan accepts the Law " About the National program on training of personnel "October 6,1997 the President of Republic of Uzbekistan has signed the Decree " About radical reforming of system of education and training of personnel, education of the perfect generation ", in which the prime measures on realization of the National program on training of personnel were determined. The national model and program is strategically balanced, the scientifically proved model, which very sensitively perceives the tendencies and nuances of socio economic development of the country. Thus National model forces constantly to search for the most effective ways of its realization.

In conditions of the decision of problems, with which the mankind in XXI in will confront, to education the role of definition of outlook of the future society is removed, it is called to assert values and ideals of culture of the world. The mobilization of intellectual potential, study and distribution of the best international and domestic experience of functioning of educational establishments and systems of training of personnel as a whole is necessary for this purpose. In these conditions the meaning of a task of completion of educational establishments by the qualified teachers - instructors grows. Within the framework of reforms are developed and the special target programs are realized. To number of prime measures directed on maintenance of reforms, it is necessary to relate: (a) strengthening of material and information base of educational establishments, maintenance academic-educational of process by the qualitative educational literature and advanced pedagogical technologies; realization of information of system of continuous education by creation of local and republican information networks, completion by the literature of libraries of a various level; (b) maximal maintenance of information of educational process, complete scope of system of continuous education by computer information networks having an exit in global information networks.

Globalization of public processes, the prompt changes in a information-communication infrastructure, international convergence and versatile cooperation have resulted that the society shows the new requirements to ways of purchase both transfer of knowledge, and that role, which the man in these processes plays. One of urgent directions of reforming of modern system of education is the system integration of information and telecommunication

technologies in educational process and management of this process. In this connection major direction of development of the contents of education becomes creation of conditions for formation of information culture training as by one of the key characteristics educated persons.

Informational-educational portal of pedagogical high schools of Republic of Uzbekistan can be determined as open dynamical system of informational-educational conditions, which provides: effective interaction of the participants of educational process, access to information resources of a various level, development of modern educational technologies and information culture.

Informational-educational portal the ensuring unity of pedagogical educational space, increase of quality of education, preservation, development and effective utilization of scientific - pedagogical potential, prominent transition to a new educational level is considered as a condition on the basis of information technologies. The formation uniform informational-educational portal will allow to pass to development of education on principles of an openness, which are expressed in an opportunity of realization to the full by subjects of education of the right on a choice and on equal access to educational resources. In this case, the pedagogical designing should ensure creation informational - educational portal, ensuring high-grade information support of preparation and improvement of professional skill of the teachers, that means: (a) development of pedagogical principles of creation portals, including allocation of fundamental making and conceptual directions of training; (b) creation of general principles of development of electronic educational resources; (c) standardizations of interfaces of the users from the point of view of the informational-educational requirements; (d) coordination of procedure of registration and control of the user portal etc.

However designing of the purposes of training, academy and education as a whole represents one of complex of pedagogical tasks. It is accepted to consider, that the formulated purpose is conducting system formational an element, both methodical system of training, and pedagogical system as a whole. The originality of a modern condition of application of informational-communication technologies consists in pedagogical practice that already it is not enough to formulate the purpose as the slogan, the purpose should be not only is clear, but also clearly and, whenever possible, is concretized by a sequence of pedagogical tasks. The development informational-educational portal should ensure effective interaction of the participants of educational process, access to information resources of a various level, development of modern educational technologies and information culture as conditions of realization of principles of availability and continuity of education, maintenance of quality of education.

In a context stated, role of system of improvement of professional skill and retraining of the pedagogical staff considerably grows in the field of use of information technologies in education. A major condition of development uniform informational-educational portal is the creation of system of its scientific - methodical maintenance and development. For this purpose it is necessary to provide development of an information infrastructure including the resource and service centers. The development uniform informational-educational portal will require to solve the following tasks: (1) developments of a computerization of pedagogical educational establishments, including their maintenance by pedagogical software for use in educational process, and also computerization of management and development of electronic document circulation; (2) creations of the canters on development of telecommunications in education and use of Internets - resources with the purpose of approbation and use of new information technologies in education; (3) developments of system of improvement of professional skill and retraining of the pedagogical staff on use of information technologies in education, including development and realization of the programs of improvement of professional skill, organization of the educational centers, and also measure on preparation of the engineering - pedagogical staff for educational establishments; (4) developments of scientific - methodical maintenance of information of education (educational programs, seminars, methodical recommendations, creation of the electronic educational editions, informational-educational sites, other); (5) developments of the resource centers and centers of maintenance service.

The basic directions of measures on creation of informational-educational environment are: (a) creation of conditions for equal access of each pedagogical high school to information channels and resources; (b) creation of the integrated databases; (c) organization of system of electronic document circulation, improvement of the mechanism of an exchange of the electronic documentation between pedagogical educational establishments of republic; (d) introduction and development of new information technologies in administrative and educational activity, creation and development of system of remote training; (g) introduction of elements of remote training in system of continuous pedagogical education; (h) creation of conditions for reception of additional education in the remote form etc.

(1) creations in Republic of uniform information environment of pedagogical educational establishments; (2) formations of uniform information-library environment (creation of fund of the electronic textbooks, other nonconventional carriers of the information and etc.); (3) creations of uniform telecommunication network space of sphere of pedagogical educa-

tion; (4) developments of an infrastructure ensuring availability of the educational and administrative information; (5) formations of new informational-educational environment, creation of a social - psychological basis of use of information and communication technologies in education; (6) achievement mass computer literacy and formation of community of the pedagogical and administrative staff able to use new information technologies and to solve of a task of increase of quality of education; (7) creations of system of scientific and methodical maintenance of new educational technologies and new forms of training, support of active methods of training with application of information technologies; (8) maintenance of mass access to a uniform database and other information resources, and also maintenance of the citizens, bodies of management, public structures by the objective information on a condition of pedagogical education in republic; (9) developments of system of remote training.

Now in informational-educational portal the state educational standards, educational plans, educational programs, textbooks, manuals, texts of lectures, candidate and doctors dissertations, auto abstracts, electronic version of a magazine " Pedagogical education ", electronic library, remote rates, tests, electronic conferences, information on each pedagogical high school and graduates of these high schools, and also news in sphere of pedagogies are placed. The separate page devoted to questions of education is open. All this taken together allows creating conditions for the further development of information service and quality of educational process in Republic of Uzbekistan.

EDUCATION OF THE ADULTS IN UZBEKISTAN

U. Sh. Begimkulov, A. A. Karimkxodjaev,
A. E, Imamov, E. Z. Imamov

We live in epoch of continuous growth of ICT. The level of socio economic and technical development in the world has achieved that stage, when the human factor (its sincere moral - psychological condition, professional skill, volume of its knowledge, sources and methods of their filling) became a determinative of progress of a society. And our times and style of daily life become such, that objective there is a sharp need for the highly professional person able constantly to support the educational level at a level, required by a society, and realizing need for constant updating and deepening of the knowledge. The our times is characterized more by one feature causing of reconsideration of educational policy are demographic changes in structure of the population. In the world the substantial growth in percentage terms of people of elderly age and growth of average life expectancy of the people is observed. Similar (in common positive) the tendencies also cause sharp necessity of the decision of a problem of organization and scope of the adult population by education.

It is possible, for this reason last decades (in 80 and 90 years of the last century) under patron UNESCO the world discussion on a problem of education of the adults (further - EA) was unwrapped. Discussion be subject such questions, as problems of organization and management EA, and also especially scientific - methodical and didactical of a problem EA, and also problems androgenic. All over the world, is especial in Europe, the organizations of training have passed national debate about a role and place EA, life long learning, the intensive discussions of methods of creation of the appropriate infrastructure of training and contents of the educational-professional programs EA were spent.

By positive result of all these discussions was that the problem from the debatable form has passed in a channel of practical actions. One nobody doubts of necessity EA. Moreover, as a substantiation of necessity EA and life long learning, even sayings from the sacred books of conducting world religions (the Tora, the Bible, the Koran) on similarity are resulted: "… it is necessary to study from a cradle up to a grave".

The important task of any national system of education is correctly to define a place and role EA in the structure of system of continuous education. With reference to Uzbekistan [1], the separate components of this structure can be divided un-

der the forms of education (not of training!) and special-purpose designation on two basic kinds - formal and informal education. For their characteristics there were following definitions.

The formal education gives the persons (besides skills to read, to write, to count) standard education and professional qualification. It is characterized by presence of the qualifying requirements, authorized by a state body, in the form of the state educational standards, educational plans and educational (and educational-professional) programs; the education is more formal has the established normative terms of training, gives out the state documents on education, gives guarantees on continuation of training. Its educational programs are realized in preschool, general average, average special, professional, high and post graduate education, that is in five of seven kinds of system of continuous education.

The nonformal education provides mastering concrete professional skills, gives functionally - guided training, realizes versatile professional training. It is realized in the educational programs out of school education, and also in system of retraining and improvement of professional skill. This form of education most approaches for organization EA better.

Speaking about the forms of education, it is necessary to specify more one a kind showing, as a rule, indirectly, but borrowing the extremely important place in general educational policy of the country - *informal education of the person*. Within the framework of this form of education is carried out of education and, connected with it indirectly, independent training of the person. Informal education is realized through reading and study of educational and other materials, viewing of the educational programs prepared and distributed by mass media, and also by means of family education and self-training and so on. The influence informal education on the man proceeds during all of his life.

In the documents V of the International Congress on EA (Hamburg of 1997) is marked: " the education is determined by the most effective means of increase of quality of life, most effective weapon in struggle with poverty and intolerance. The education creates culture based on peaceful disposition and tolerance, it gives youth and adult an opportunity to achieve of success in the sphere, chosen by them, of activity. The education in the essence is capable to open ways to development of the person and society" [2]. The similar appeal is especially urgent in conditions of prompt development of information global systems, when the break is even more strongly increased between the one who has an easy approach to knowledge, and the one who has no. It occurs at a level both state, and region and person. Providing of access to education and profes-

the educational establishments of high education (universities) voluntary have undertaken the responsibility for development EA and training during all life [4]. To this obliges, besides the civil debt, also development of system of ICTs, scientific and technical progress and active process of information of a modern society.

The expansion of sphere of educational services, their universal claim (is especial, among the nowadays working adult population) became the characteristic phenomena in life of high schools. The educational services have achieved such scales, that our epoch begin to name fairly as epoch "diversification of high education". The socio economic transformation caused by development of processes globalizations and technological changes, and also transition to economy based on knowledge, creates new opportunities and causes necessity of the certain reforms directed on legalization EA and training during all life. In result is significant weaken of technogens the factors of influence on the worker of growing uncertainty of the market of work.

Not go into details of a history of formation of concept of EA, we shall result, on our sight, its exactest definition [5], given by the professor Ioahim X. Knol (Germany); it consists of five items: EA is the organized process; the participants and establishments EA are public groups and persons giving various educational services in educational establishments of formal and nonformal education; EA now has the official or nonformal legal status; EA is directed both on the socially unprotected groups of the persons, and on the high-grade adult population; from the substantial party, EA is a reception (or updating), first of all, political, professional and public (cultural, socio cultural) knowledge and skills, and also purchase of culture of behavior. Generalizing this definition it is possible to tell, that EA it: First, for realization of the missed opportunities of the adults in reception of education (as a rule, professional); and, secondly, simultaneously for reduction of the educational level according to the new requirements and prospects of development of a society, state and person. In our epoch the strategic purpose EA should be guided by a principle " Is global to think - particularly to work that is to develop EA, focused on satisfaction of needs of the man.

As was marked by 5-th international conference of UNESCO on EA (Hamburg 1997) [6], form of realization EA, the contents of educational materials and the methods of organization of training in each country essentially can differ. For example, for many countries of the world till now by problem number one remains elementary literacy. Even in such country as China, 40 % of the population, in the basic adult, is not able to read, to write and to count. Therefore, it is natural,

that China will approach to the decision of a similar global problem EA from other positions, rather than, for example, Uzbekistan.

As well as in many countries of CIS, in Uzbekistan the level almost absolute literacy achieves the population. There is also other remarkable feature: practically all citizens of Uzbekistan quite satisfactorily own Russian. The notability that Russian not simply one of eight world languages, is language, on which basically in the country there is a mass flow of the new world scientific information. Therefore in questions of organization EA before Uzbekistan other tasks and global problems stand. For example, such as: maintenance of all population by access to global information resources; the organization of increase of qualification of the workers of industrial branches of manufacture (is especial among the persons with average special, vocational training); retraining and reception of the second specialty; ecological education; training of the adults directed on propagation of a healthy image to life of the population; rehabilitation and training of the people with the limited opportunities, including and in places of deprivation of freedom; problems of constant employment and conversion training of the unemployed; development of education directed on revival of national culture, crafts, customs and traditions; the further development of methodology EA and androgogical; development of the most acceptable policy in the field of organization and management EA.

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4. Imamov E. Q. A role of high education during continuous education / Collection of articles 1-st regional conference "Education for all. Life long learning in Central Asia ".-Tashkent, 2003, p. 71-75.

5. Ioaxim X. Knol The international aspect in EA. The contribution of UNESCO to development of new strategy in sphere EA. The international and regional documents on questions EA (Collection of articles with the comments). - Tashkent, 2004, p. 184.

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COMMUNICATIVE CULTURE OF SPECIALIST AS THROUGH COMPONENT OF LIFE-LONG EDUCATION

S. K. Berkimbaeva

The senior staff in the pedagogic field of higher education chooses unanimously as a rule the following reference points for graduates from institute of higher education: (a) high professionalism; (b) person qualities typical for businessman; (c) humanistic thinking and adequate behaviour; (d) possession of universal cultural norms based on universal moral values. Ex fact that none of these qualities can be realized full-fledged without mastering by young specialists in speech art and productive communications skills.

The competitiveness of graduate from higher school takes on special significance in the developed social and economic situation. The requirements of employers to graduates qualities and presence of business as well as communicative skills become more definitive. Therefore the attention of pedagogues and psychologists in higher educational institution should be directed on formation of students communicative culture as on the future professional value. It is dictated by that circumstance that each graduate confront upon termination of education period with adaptation necessity to new conditions of interpersonal relationship in labour collective as well as to socialization in a society. The feature of present moment in preparation of experts with higher education is that the youth is deprived of traditional reference points during the changing to a new system of public relationship and is compelled to master a new social experience on own practice, to formulate many vital ideals, values and look-out. One of the attributes in student's value system is the purpose 011 success: achievement of success is contacted more and more distinctly with a good education level, with a high level of professional readiness, with some set of personal qualities promoting inclusion of young expert into interpersonal relationship on a workplace. Iherefore the communicative culture of young expert is taken as a professional value and as a significant component of person's general structure.

The results of interrogations we have conducted by the students who were starting of work search on the last education year show that they experience serious difficulties on this way. The experience of senior generation becomes irrelevant. The new reference points of social behaviour are still built up insufficiently and young people become aware of psychological unpreparation of their own presentation as expert and person in a concrete situation of dialogue with the employer. These difficulties were caused first of all by absence of the

special knowledge concerning psychological tactics at employment, secondly by a weak formation of personal qualities promoting successful adaptation to the new social environment. The decision of these problems demands system-defined revision of processing tactics of socialization during the whole period of student education in institute of higher education. The consideration of this difficult process in which the human dialogue borrows one of the leading places and is considered by us as a part of culture, gives us the basis to mark out two sides or two basic components in its structure - this is a speech standard and dialogue culture. The consecutive analysis of each of them will serve as a basis for definition of this concept.

As a rule, the speech standard is defined as possession of norms of oral and written literary language which mean rules of a pronunciation, accents, word usages, grammar, stylistics as well as skill to use expressive means of language in various conditions of dialogue. At the same time the speech culture is defined as conformity of individual speech with norms of language and skill to use language means in different conditions of dialogue. Speaking about dialogue culture, it is necessary to consider not so much person ability to information transfer by means of speech dialogue (the factor describing communications process) as the character of interaction between participants of dialogue and mutual perception of each other. From the point of view of modern psychological science, the dialogue develops of interaction of three basic components - communications, perception, interaction which serve in the social environment as a tool for person to achieve the definite aims during dialogue with other people. On the basis of the general analysis of socially-pedagogical and psychological features of formation of communicative culture as professional value of modern students, we define the communicative culture of graduates from higher educational institution as system of sights and adequate actions in the certain professional as well as social environment which allows them to realize their purposes of professional and social activity during dialogue with other people.

Based upon the above mentioned, we consider the communicative culture in a context of the general culture of modern society with accent on a problem of self-realization by means of interaction between people. The communicative culture of the modern person consists in formation of ability to full-fledged life in society, in skill to win understanding and success, in achievement of the vital purposes by means of contacts to associates. At that it is not formed in a whole and full size at this or that step of professional education. The formation process of communicative culture is a through component for all steps of continuous formation system as its making proceeds permanent during the whole life and professional work of the person.

In a view of the aforesaid the question of succession of the cultural purposes and reference points on each steps of continuous education system is actual point. In case this question can be solved basically positively within the limits of one country then any difficulties appear offer by youth during the educational time abroad. The dialogue between cultures and their mutual common can help mould unified international method for this question.

On the ground of aforesaid, we can conclude the following:

First, the communicative culture of the modern graduate from higher educational institution represents the common cultural phenomenon which is perceived by public consciousness as a necessary condition for person formation of the modern generation as well as means for its self-affirmation in relations with other people. It acts not only as a method of the future expert for self-realization in a society and also as a through component of continuous professional education of the expert;

Secondly, the communicative culture of the young expert represents the system of sights and actions which serves for him as a social reference point for satisfaction of self-realization requirements as well as a way for aims achievement in dialogue with other people;

Thirdly, as the communicative culture of students of the higher educational institution is formed as a result of continuous accumulation of experience in speech culture and dialogue cultures, then the scientifically-grounded and purposeful formation of these two components during professional education will lead to successful development of communicative culture by students as their professional value as future experts;

Fourthly, the building of communicative culture as professional value of the future expert is expedient in educational process of the higher educational institution due to unity of the culture and education purposes, in view of features of this process.

SIGNIFICANCE OF EXPERIENCE EXCHANGE IN THE FIELD OF TEACHING TECHNIQUES

S. A. Blinova, T. D. Dehkanov, F. S. Oripov

New teaching techniques are introduced in the teaching process by way of arranging teaching and methodical conferences, and seminars providing an opportunity to discuss various innovations introduced in the teaching process. Possibly, it is at these conferences and symposiums that one succeeds in overcoming "the conservatism" of pedagogical mind. Thus, when studying the materials of the scientific and practical conference arranged by Saratov State Agrarian University, the authors of this report learned the principles of choosing technologies and means of distance learning, in particular, - case technologies and network technologies.

In order to improve the educational process and to overcome the inert thinking in the issue of education streamlining, we should attribute much importance to international cooperation. The Institute has accumulated a rich experience of international cooperation.

DISTANT TECHNOLOGIES IN UNINTERRUPTED EDUCATION

Ya. V. Borovikova

The concept of uninterrupted education passed by the Bologna Declaration is actively developing in all European countries. The uninterrupted education provides conditions for independent development of intellectual and active opportunities to every person during the whole life. In the social aspect such kind of education should be considered as the factor of development and self-realization of a person who is the main resource of dynamically developing postindustrial society. Thus uninterrupted education is defined not as administrative mixture of different types of schools, but as well-thought variable system of providing educational service that helps any person to use it in accordance with its personal needs and requirements in different periods of life.

Uninterrupted education is first of all the big variability in studying, by means of which the individual vector of growth and development of each student is provided. In the base of modern concept of uninterrupted education there are the following basic principles: target, cycle, succession, many stages, variability, systematization, individualization, flexibility, modulty, availability.

The system of uninterrupted education is aimed at providing the standards of professional education of employed population to the requirements of the social production. It is aimed at providing the prevention of unemployment as a whole and structural unemployment, in particular (for example, by further training of the people who want to change their job to a job that fits the modern labour market). Besides, uninterrupted education programmes have a huge social impact as they help: (a) natural decrease of the terms of education for specialists' training; (b) systematization of knowledge at each educational level; getting new knowledge due to the modulty of educational programmes; (c) succession of knowledge due to succession of all levels of education.

The problem of educating adults is closely connected with uninterrupted education. Nowadays social and demographic characteristics of professional education run through big changes. A lot of "young adult" people (aged 25 and above) that have already had high or secondary professional education have come to study. They are aimed at increasing their knowledge or changing their qualification. All these students are united with the willingness to make profit from education due to the carrier growth, improving financial position, changing of their social status. In the nearest future the education of this social group will have an active process covering all professional life of man. But alternation of work and studies will require changes into the organization of educational

process. Its feature is, mainly, that the object of the educational activity is an adult. He estimates, analyzes, sorts out knowledge and corrects it as to his own experience, motivation, values that are stipulated by periods of adulthood and the reached social status.

The main differences of traditional and uninterrupted, person-oriented education that correspond to andragogic platform are shown in the table below. Its contents says that when we use uninterrupted, person-oriented education of adults, there are certain changes of aim and contents of education, social roles, forms and the way of communication between the teacher and the student. In the base of these changes there is highly motivated training of an adult, the aim of which is solving vitally important problems connected with its social carrier of both horizontal and vertical character.

Characteristics of educational process	Form of education	
	Traditional finished	Non-traditional uninterrupted
Aim	Passing knowledge	Solving of vitally important problems
Contents	Knowledge	Information
Form of communication	Edification	Information exchange
Leader, initiator	Teacher	Student and teacher
Way of communication	Domination or cooperation	Parallel domination or equal communication
Teacher	Professional teacher, specialist	Any person who has information
Students' motivation	Indirect	Direct
Source: Ilyin G. About the main categories of modern pedagogic Novie Znaniya, 2000, No. 4, p. 10		

As to the results of social surveys the fullest realization is reached by egalitarian function of education, that has access to open education, as well as the function of social mobility by making in the open education favourable conditions for vertical and horizontal mobility, and the function of decreasing the risks of social failures and ineffective decisions. The big increase of these functions affords to create the most favourable conditions for self-realization and professional self-identification of the personality in the modern society.

Annually the Russian Ministry of Education organizes the monitoring of opinion polls with the aim of investigating social expectations and requirements of Russian society in the sphere of education. The monitoring results show that the majority of adult Russians (aged 16 - 60) are interested in getting the basic or extra, professional education.

By the beginning of the 21st century in Russia, depending on the region, the percentage of adult population that wants to get education ranges between 20 and 40%. In calculation to the whole adult population the number of people who wants to get professional education is nearly 32.8 mln. people on average. In fact, during these years in the Russian system of professional education about 8 mln people were educated on average. Thus, social needs in professional education are 4 times much than the given opportunities.

Open education that is based on using new information distant technologies in organization of educational process should solve problems of practical realization of uninterrupted education. The distant technologies of education can put into life the main ideas of uninterrupted education: variability, flexibility, modulty, individualization, etc.

One of the reasons of existing differences between the level of population needs in educational service and the possibilities of traditional professional educational system is that the numerous social group is interested in making the special terms of education that could include distant education, flexible timetable, individualization of training, etc. On average, only 23 - 25% of people who want to get basic or extra professional education are satisfied with the traditional system of education, while the others ask for the higher requirements to training conditions which are typical for open education.

LIFE-LONG LEARNING: WHAT? WHY? HOW?

J. Bosco

«Lifelong learning» has become a popular topic over the past several years. A Google search of the term «lifelong learning» resulted in 11,000,000 hits. There have been thousands of papers on lifelong learning published in the U.S. in recent years and there are several journals devoted either entirely or in part on lifelong learning. The «University Continuing Education Association» is the major and very active U.S. national association which provides services and resources to university pertaining to their continuing/lifelong learning programs and activities. A number of states in the US. have organizations to promote lifelong learning. Many agencies and institutions sponsor centers which deal with lifelong learning. My own university, Western Michigan University, has a unit called the Office of Lifelong Learning and Education which provides individuals pursuing personal and professional goals a wide variety of credit and non-credit educational experiences.

Certainly, lifelong learning is not confined to the United States. Rather, it has become a worldwide issue. In 1990 Japan established the «Promotion of Lifelong Learning Law and a National Learning Council». In 1996, the Organization for Economic Cooperation and Development (OECD) inititated a research and development program which was intended to make lifelong learning a reality for all and in UNESCO's International Commission on Education for the 21 st Century made lifelong learning it's core unifying theme [1]. In June of 2006, at a Moscow meeting of education ministers held in conjunction with the Russian presidency of the G8, the ministers issued a communique with 18 points, one of which read as follows: Ministers underlined the need to develop comprehensive systems of lifelong learning, from early childhood through adulthood. They recognized the importance of vocational training for young women and men. Lifelong learning strengthens linkages between learning, enterprise training and the labor market in order to keep every person's knowledge and skills current [2]

Adult education and lifelong learning in Russia has a long and rich history dating from the reforms of Peter the Great, through the Soviet years, to the current era [3] Indeed, this conference on lifelong learning at the Leningrad State University n. a. A. S. Pushkin is a result of the leadership over the past several years of Rector Skvortsov and Professor Lobanov which has benefited colleagues in Russia, elsewhere in Europe, and the U.S. over the past several years.

As the concept of lifelong learning proliferates it is in danger of becoming a cliche. It can become something we can all comfortably support by assertions if not by action. Yet, I believe that lifelong learning is a tough issue and provides us with some very difficult challenges. In what follows I will briefly (because of sympathy for my translator!) set forth my thoughts dealing with three fundamental questions: What do we mean by lifelong learning? Why is lifelong learning important - particularly at this moment in time? How can lifelong learning be made a reality and, what are the challenges?

The historic naivete of some who write on lifelong learning is disconcerting. Writing in a prominent British journal one author begins his paper with these words: «Its [lifelong learning] origins have been traced back to the writings of Dewey, Lindeman and Yeaxlee in the early twentieth century. The concept first came into prominence in the 1960s....» [4] Although lifelong learning has become a particularly popular concept in the last several years, it is as old as human history. Lifelong learning was embodied in the works of the ancient Greeks. Plato and Aristotle described a process of learning for philosophers which extended over a lifetime. The Greek idea of a «paideia» comprised the development of a set of dispositions and capabilities which enabled and motivated the individual to continuous scholarship. Within the context of the Greek philosophers, lifelong learning was reserved for the elite social class and it was not associated with occupation or «making a living» but with the engagement in philosophic speculative inquiry. Plato recommended that adolescents study mathematics as preparation for abstract thinking. He felt the study of philosophy might best begin at about age fifty. Down through the ages, the idea that the person would be self-rrtotivated to seek a life of continuous learning and would be empowered to be his or her owm teacher has been a theme among a long line of educational thinkers and reformers.

There is another important aspect to the concept of lifelong learning. In an important and real sense, lifelong learning is a given. Unless the human being is profoundly mentally impaired, learning - if defined as the acquisition of information and/or skills - occurs as a natural human process from birth till death. Historically and at present, people learn things from family members, friends, and other information sources whether they reside on Nevsky Prospekt or the remote village of Khasan. Craftsmen continue to improve their craft through trial and error over their lifetime, women trade recipes, the elderly learn new skills in coping with the consequences of old age, etc.

Even though lifelong learning is often defined as all learning activity undertaken throughout life, whether formal or informal, there is strong bias toward

formal education in conversations and program development activities pertaining to lifelong education. We are all products of the educational transformation that occurred worldwide in the nineteenth century which bonded the concept of education with the concept of schooling. If the decontexualizing of learning from life is harmful in primary, secondary, and tertiary schooling, it is even more pernicious in adult life after formal schooling has been accomplished. As I have continued my own lifelong leaning about learning, education, and schooling I have found more and more wisdom, in the work of the great and radical thinker Ivan Illich who wrote these words in Deschooling Society: «The current search for new educational funnels must be reversed into the search for their institutional inverse: educational webs which heighten the opportunity for each one to transform each moment of his living into one of learning, sharing, and caring.» [5].

It is worth mentioning that Illich wrote these words twenty years before the establishment of the World Wide Web. When we really understand lifelong learning as a human process and a human process that is not merely the province of those who hold social status it becomes clear that lifelong learning is much less about degrees, diplomas, certificates and much more about capabilities, competencies, values, and commitments.

Why is lifelong learning important? The big increase in interest in lifelong learning in the past several years is largely a consequence of the changes in society which have been caused by information technology. Knowledge is being produced at an increasingly rapid rate and technologies become increasing complex. Using a cell phone is more complicated than using a rotary dial phone. Fixing a 2007 car or a human heart is considerably more complicated today than it was fifty years ago, and the skills that are required by a surgeon or an auto mechanic in 2017 will be quite different than they are in 2007. Thus, the conventional argument for lifelong learning goes like this: Educators and employers are discovering that the changing demands of today's workplace call for workers who are adaptable to change and know how to enhance their job skills in ways that help them remain current with modern technology. The successful integration of workers into jobs with advance technologies and processes will. More than ever, be dependent on how quickly workers are able to acquire new skills [6].

I consider this to be only one leg in the rational for lifelong learning but, I do not dispute the importance of it. In many instances, employers will provide the training that is required and will demand the employees take the training. However, fewer and fewer people can count on retiring from the firm that gave them their first job. Job mobility and career enhancement are contingent on

continuing upgrade of skills. Thus, people involved in work that involves skills need to recognize their future depends on their continuing expansion of skills - even if their employer is not providing training for them.

In capitalist nations, in nations that formerly were communistic, and in nations that are currently communistic, economics is the driving rational for education at all levels: primary, secondary, tertiary as well as continuing or lifelong education. The same argument is being used in the various nations about global competitiveness with only the names of the competitors shifting. Since I have not joined a monastery and taken a vow of poverty, I too appreciate money. However, I want to comment on two other reasons for lifelong learning (other than economics) which get less attention than they deserve. I realize some may consider these two other legs of a rationale for lifelong learning frivolous. I do not.

The first of these harkens back to the Greeks. Learning enriches human life. To be human is to partake broadly and deeply of the richness of human culture. We graduate from our schools in the U.S. individuals who know how to read but never read a book, who have passed their history tests but have little interest in deepening their knowledge of history, who have taken music appreciation courses but who never will attend a symphonic concert even when such is readily accessible. Sadly, too often schooling is a significant factor in curtailing rather than stimulating the individuals continuing interest in the arts, letters, and sciences of the culture. I do not expect our politicians in the U. S. to be particularly concerned about this but I remember what the pre-eminent American philosopher of education, John Dewey said, «The community should want for each child what the good parent wants for their own children». As a parent I feel it fine it is fine if my sons do not share my passion for the music of Verdi, Mahler, and Shostakovich or if they are not as deeply interested in the history of the Weimar Republic, Russia, or 19th century America as am I, but I do want them to have their own continuing - lifelong - passions for intellectual and cultural growth. Following Dewey's advise, I want that for others too.

The other leg in the rationale for lifelong learning deals with the issue of sustainability in the most profound sense: our ability to sustain life on planet earth. Seven years ago we closed the door on the bloodiest century in the history of humans on earth. Much of that bloodshed occurred in the nation where today we are assembled. The 21st century has begun in a way which would not lull anyone to a false sense that the worst is over. H. G. Wells said that, «Human history becomes more and more a race between education and catastrophe». If the second leg of the rational for lifelong learning pertains to the role that lifelong learning plays for the benefit of each individual person, this aspect of

the rational pertains to the role of lifelong learning for the human race. The problems of the world are substantial and complex, the lessons of history can easily be misunderstood, and the national and cultural contexts which encapsulate us can all sow the seeds for the worst that human beings can do to one another. I recognize that there is the need for continuous learning in order to compete in, what Thomas Friedman, [7] calls the "flat world" or a world where ubiquitous information technology has eliminated impediments to global competition. But, it is even more important for continuous learning to occur so we can raise the collective level of intelligence and understanding pertaining to the issues we face as a human race. That is, I believe, our best chance for getting out of the 21st century alive.

It serves no good purpose to understate the challenges that are faced in making lifelong a reality but it is not foolish optimism to recognize that live at a time when the opportunities for lifelong learning are great and growing quickly. In the past several decades there have been developments which have led to incredible advances in devising practical solutions to widespread and effective lifelong learning. The resources which have resulted from the use of information technology - and in particular the Internet - are playing a very important role in expanding opportunities for life long learning. The prevalence and potency of these resources will continue expand. Intelligent agents and intelligent tutoring systems will increasingly provide rich learning opportunities, particularly as the relevant knowledge base on human learning expands and as that knowledge base is used to design learning appliances and applications. The availability of resources will be greatly augmented when machine translation is fully effective. Additionally, and of particular significance, are advances which are occurring in creating new social forms and in particular those which make use of human networks to produce knowledge and information artifacts. Learning communities, blogs, and Wiki applications are early examples of the use of social networking which challenge conventions about who are legitimate knowledge and information workers and how the knowledge they produce can be disseminated.

We can be assured that those who are developing hardware and applications will continue to make progress. The extent to which these new resources will yield the benefits which are needed mil be determined by our ability to meet several challenges:

Access - There are large numbers of people in New York city, Paris, St. Petersburg and other major first world cities who do not have good access to Internet resources. Access falls off sharply among those in rural, and particularly impoverished rural areas, of first world nations and it is obvious that access

in third world countries is small to virtually insignificant. My friend and colleague, Seymour Papert along with Nicolas Negroponte has been involved with the development of the one hundred dollar computer which is targeted for use in third world countries. There is on the market a ninety dollar computer [8]. There is good reason to believe that the Internet will be as at least as ubiquitous as television worldwide in the next several years.

Disposition - The fact that there will be greater and greater opportunities for life long learning via the Internet should not lead us to assume that the opportunities will be taken. Laws had to be written in order to compel parents to send their children to free state supported schools. Large number of people prefer to watch inane, television programs even though quality learning opportunities also exist. It is sad but true that often what happens in our schools at all levels kills rather than generates interest which can dispose the individual to engage in continuous learning. I wonder what would happen if we removed the motivation of a diploma for those attending our schools and universities and if their only motivation was their intrinsic interest in the content of the instruction being provided or their recognition of their own personal growth in capabilities and skills which they themselves consider to be valuable. If our students were able to decide whether to stay with us or leave on that basis, I do believe that a significant number of them would depart. If we want what we do in our classrooms to have impact on our students continuing learning, then we must make the very major and even radical changes in the instructional programs of our schools to cultivate rather than exterminate interests.

Capability - Over the years, many who have thought carefully and well about education have recognized that ultimately each person needs to become their own teacher. The disposition of wanting to learn must be matched by the capability to be able to do so. It cannot be assumed that because a person has been in a school environment that he or she has learned how to learn. Explicit attention to the devolvement of self-directed learning should be incorporated into formal learning programs. The best indicator of success as a teacher is the recognition that he or she is no longer needed by their students. The issue of capability in using learning resources takes on an added element when such pertains to the use of the Internet. The Internet is a huge chest filled with the best and worst which humans can devise. It contains truth and error; the valuable and the worthless. In the U.S., a broad coalition involving both the public and private sector developed a framework called, «21st Century Skills» [9] which provides a good example of the nature of the capabilities which are required in order for individuals to have the capability to use the vast learning resources available over the Internet in an effective manner.

One final note: While many in universities disparage the use of Internet in distance learning, it is clear that this is ultimately a loosing battle. It is ironic that one of my colleagues who teaches a course on the global marketplace argues that distance education courses are not worthy offerings by our university. Universities which fail to see the world of learning as it exists today and which are trapped by their own bureaucracy in responding with flexibility to the needs of learners - and particularly the needs of adult learners - will become increasing less relevant [9].

We live at a time when we are confronted by political, economic, and human issues that are as serious as ever faced over the history of human life on our planet. It will only be as a result of the success we have in making learning over the entire lifespan of everyone a reality that we will mover forward to a better future. And each of us who have dedicated our lives to education have an important role to play in making that happen. I have always liked the quote of Alan Kay. «The best way to predict the future is to invent it».

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ADULT LEARNING DIMENSIONS: INTERPERSONAL TIER

I. Darginaviciene,
L. Kaminskiene,
L.Tamosiuniene

The guiding power and optimistic trust for the complex social perspective in contemporary world is put in learning (Niemi, 2004). The ambition of many world societies is to brand themselves as learning societies. The situation in such societies particularly affects adult learners' conditions and extends adult learning to a lifelong, lifewide, all encompassing learning. From the education science point of view the broad focus on the learning society can have its reflection in a more focused model of the education reality. The existing education reality is a very complex phenomenon parts of which are entering into a number of stochastic relations (Bitinas, 2000), as an object of knowledge it can be approached if structured into a model. The object of such kind may be interpreted as a complex system. Properties of a complex system are: 1) high degree of structuredness and variations within the structure (Goldenfeld and Kadanoff, 1999); 2) large number of independent interacting components (Whitesides and Ismagilov, 1999); 3) problematic in understanding and verification (Weng, et al, 1999); 4) multiple interaction between many different components (Rind, 1999; Targamadze, 1996; Zakarevicius, 2002); 5) constantly evolving and unfolding over time (Arthur, 1997). In addition, the systems that usually involve people interacting and the systems that cannot be easily quantified are known as soft systems. Systemic approach to the model of education reality as to a soft system allows interpretation of such system through social metaphors (Checkland, Scholes 1990); allows to use many different measures as tools to explain the system from different sciences point of view and explains the separate elements of a complex system (Hall, Midgley, 2004). One of the conceptual measures for valuing education reality model is dimension. Dimension, for example, as a conceptual guideline has been applied in the World Commission on Environment and Development (Brundtland Commission Report UNIDO, 2005) where conceptual guidelines, i.e.: environmental dimension, economic dimension and social dimension are given to sustainable development for the lack of common definition of the model of sustainable development. Such approach highlights the value of crystallizing dimension within a system to provide framework and to give core concept along which the system of education reality is developing.

The object of this paper is to reveal on theoretical basis the dimensions of adult learning within a apart of a complex model of education reality by applying systemic approach.

Thus education reality model used in this approach is taken from Bitinas (1996, 2000) definition of a structured model of 5 tiers of the education reality: societal (communal, shared and public), social-pedagogical; and three inner context tiers: institutional, interpersonal, and intrapersonal. The societal tier is supplying the learning with cultural, ethnic or religious identification and legitimizes education through legal regulation. Social-pedagogical tier is representing the system of institutes which serve the needs of societal tier. Institutional tier functions within the model of the education and learning reality tiers to make learning process more effective through micro-community interactions. Hie interpersonal tier as consisting of the information flows between the teacher and the learner and they both, the teacher as well as the learner, are given to change. Intrapersonal tier is the tier of the personality phenomenon; the interior changes as a result of learning, very often, as a result of self-directed learning.

The interpersonal tier of the education reality model is the most indicative of all the transformations taking place in the education reality (Targamadze, 1999) and consists of the following elements: the goals of learning, the content of learning, the principles of learning, the methods, the tools, the teacher, the learner, the interaction situation and the conditions. From the point of view of systemic analysis the dynamics of elements of one tier affects the dynamics of elements on the other tier and the changes on societal, systemic and institutional tiers affect all the elements of the interpersonal tier. Thus the content of learning on the interpersonal tier is affected by the outside tiers changes, for instance, the goal of learning evolutionizes from single discipline knowledge to multidisciplinary knowledge and to integrated knowledge; from knowledge as truth to knowledge as relative/information/narrative discourse; the principles of learning methods and tools have changed greatly as well. Jarvis, Holford and Griffin (2002) note the following changes: from teacher centered to student centered; from note learning (i.e. the use of memory with little intelligence) to reflective learning; from classical curriculum (single interpretation of knowledge) to romantic curriculum (pluralistic interpretation of what knowledge is (Griffin, 1983; Lawton, 1973) to programme; from face-to-face to distance e-learning. 'These changes characterize equally the interaction situation and cultural, psychological situation and conditions on the interpersonal tier.

The learner element on the interpersonal tier is rather liquid. Under the condition of lifelong learning learner is conceived as a human being participat-

ing in learning from childhood to adult life. The only element that is not singled out by Jarvis, Holford and Griffin (2002) as having gone through a change is the teacher. However, with the alterations traceable in all other elements of the interpersonal tier it is impossible to expect one element, the teacher, to remain unchanged. Teaching practices classified by Cullen et al. (2002) are transmissive, situational and constructivist. Transmissive practice is the traditional teacher-student relationship practice, while the position of the teacher in the other two cases is characterized as different from traditional: embedded in social relations (situational) or when the learner is an active collaborator in the learning process and in the production of knowledge (constructivist) (Cullen et al, 2002). The teachers practice is mostly situational and constructive, since the teacher's role is to explain the problem and devise solutions together with the student. However, a lot of the teacher's functions correspond to traditional understanding of the teacher's role as reflected in Knowles' pedagogy. The teacher first teaches the discipline (transmissive practice) and then, depending on the context together with the student construct the knowledge (situational and constructive practices). Depending on the teacher the relationship between the teacher and the student are of two stages: stage one - dominant by the teacher; stage two - involving the student and the teacher on a contractual basis.

In view of the teaching practices it must be noticed that the learner dimension apart from the extended age involved in the learning process, has changed quantitatively - learner is seen as an individual learner, as a small group of learners and as a large group of learners.

The role of the teacher is very different in andragogy, almost to disappearance or entering into a very strong competition with the learner in relation to gaining access of knowledge. Central principle of adult learning by Knowles is self-directedness (Knowles, 1984), initiative springing from the learner. The teacher's involvement in learning is only a guide to process and content resource, a facilitator. The goal, the content, the principles of learning and the interaction situations are mutual responsibility of the teacher and the learner. The teacher and the learner then enter a stable relationship, a learning contract (Knowles, 1984). Contracts, according to Jarvis, Holford, Griffin (2002) are indicative of the market relationships in education; contracts provide stability to the relationship between the parties.

Judging the teacher's function in such stable combination with the active learner is both situational, depending on the needs of the market, and constructivist, building knowledge together with the student. Constructivism clearly defines the role of the teacher as the sender of the message which is interpreted and constructed as knowledge by the learner.

Complex interaction among the elements of the tier creates the learning/teaching processes and responds to the needs formulated outside the tier or the process (on the societal, systemic, institutional tiers) or the needs formulated within the tier. Such interaction may be termed a conceptual dimension of adult learning on the interpersonal tier. The object of such interactions, i.e. learning/teaching processes, is the object of learning theories.

Pollard (2005) provides models of teaching and learning: constructivism, socioculturalism, transmission, and metacognition constructed on the basis of the interaction of all elements of the interpersonal tier within the teacher and the learner's activities. Such approach allows seeing the system of interpersonal tier elements dynamically. In constructivist theory teaching is about: Setting challenging tasks; observing and interviewing; supporting learners activities; creating dissonance through diversity and debate; helping learners to notice and reconsider; while learning is about: personal understanding; interpreting and selecting; actively engaging with concepts; constructing activity; reviewing and integrating. In socioculturalism theory teaching is: a joint activity; guiding the conversation; helping joint constructions to form; promoting and sharing community values. Learning in socioculturalism is: social activity and understanding; assessing student's performance; interactivity and co-operation; self-regulation amongst the group; evaluating and sharing values.

Conclusions. The interaction of the elements of the interpersonal tier subsumes many situations appearing in the classroom practice and in different learning settings. The constructivist method and socioculturalism are the most comprehensive methods, above all revealing the new role of the teacher and the position of learner in a life-long learning. The dimensions of the interpersonal tier will be measured in consistence with the conceptual dimensions from the constructivism and socioculturalism of the societal tier.

In the constructivist model: 1) teaching is: setting challenging tasks, observing and interviewing, supporting learner's activities, creating dissonance through diversity and debate, helping learners to notice and reconsider; and 2) learning is: personal understanding, interpreting and selecting, actively engaging in concepts, constructive activity, reviewing and integrating.

In the socioculturalism the dimensions are: 1) teaching is: being a joint activity, guiding the conversation, helping joint constructions to form, promoting and sharing community values; and 2) learning is: social activity and understanding; assessing student's performance; interactivity and co-operation; self-regulation amongst the group; evaluating and sharing values.

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GLOBAL LITERACY AND EARLY CHILDHOOD EDUCATION FOR LIFE-LONG LEARNING

J. B. Davis

This paper provides persuasive and pertinent reasons why global literacy should be taking place not only at all levels of education, but most particularly, if we are to develop citizenry that is globally competent, during the years of early childhood education. My research firmly indicates that children between the ages of four and five years develop an intuitive sense of time and space. They are able to construct the temporal elements of distant past and future, and construct both mental and actual maps that reflect special constructions of reality. If, during this period of sensitivity, children are instructed according to a specific curriculum emphasizing global history and geography introduced in this paper under the title of "The First Frontier", children can develop a lasting understanding of these disciplines. Such an early grasp of time and space carries strong implications for educators and curriculum design. The message of the present research on the intuitive mental constructs of young children now allows us to start the process of global literacy and lifelong learning at the onset of a child's formal education.

The Study and its Implications.

Anecdotal record: James (four years and eleven months). James is turning the pages of a large book. He is looking at Knossos and frescoes on the palace walls. I walk toward him and kneel next to him. "Mrs. Davis, don't you wish you could go there? I wish I could go there!" I suggest that one day he will be able to go there. He shakes his head. "No, it won't be the same because the people won't be there-they are all dead! I want to talk to them, don't yo/!" In

graphical literacy by identifying a style of architecture which he attributes to a certain group of people at a certain place in time: Greek architecture! If he goes to Knossos, this will be a tangible link to the past. In the immediacy of his young life, a tangible link to the past is through the imaginary: he knows that he cannot go back in time, but he can re-enact the Greek past.

Results of the Study. The data for my research, collected and analyzed over a period of seven years indicates that children between the ages of four and five develop an intuitive sense of space and time [1]. They are able to construct the temporal elements both from a personal reference as well as a distant past and future, and are able to construct both mental and actual maps [2]. They have the following mental constructs: (a) they are intuitive, finding meaning in their world-view; (b) they have metaphysical concerns, looking for both the nature and meaning of things; (c) they sense the dichotomies of reality, looking at reality from its extremes, and they are able to mediate between these dichotomies; (d) they have knowledge of death and curiosity about the origins of life; (e) they use linguistic labels to create meaning, use objects as tangible links to the past, and are able to acquire and utilize an extended vocabulary allowing them to freely express their thoughts with reference to time and space; (f) they have knowledge of the irreversibility of time and the permanence of space; (g) they gain understanding of reality through the mythical rather than the logical.

A survey given to the same children three years later suggests that children who find themselves in a period of intuitive sensitivity toward time and space, and who are instructed according to a specific curriculum emphasizing global history and geography, can develop an understanding and a lasting interest in these disciplines, paving the way to lifelong learning.

The design of the study was qualitative, based on action research utilizing de-contextualized/re-contextualized methods of analysis [3]. The study corroborates the work of the late James Blaut, professor of geography at the University of Chicago, and David Stea [4], professor of geography at South West Texas University, who conducted quantitative research establishing that preschool children possess the essential abilities of map reading and understanding of map perspective and map scale. Both studies indicate that young children are ready to learn both factual and abstract subjects at the very beginning of their school years.

The age around four can be regarded as a sensitive period [5], readiness, or a teachable moment[6] for history and geography. It is a window of opportunity not to be overlooked for it has significant implications for how history and geography can be taught in early grades, and how global literacy can be introduced.

In his 1770 inaugural dissertation at the University of Konigsberg, Immanuel Kant concluded that "the idea of time and space are pure intuition, time... resting on an interna] law of the mind" [7]. According to Hegel [8], reality is divided into the spatial and the temporal, one being a reality of permanence, the other being a reality of change. The young mind awakening to life's structures of opposites and sensing the intersection of all sets of differences, seeks to extract meaning from both the temporal and the physical through an interplay of dichotomous thought. This duality of thought will eventually be filled with a network of conceptual relations, which is the essence of knowledge. Kant theorized that knowledge at its origins is "a notion of understanding the whole", in other words understanding begins with the universal and moves from the whole to the parts [9]. The first condition of knowledge is one of pure intuition; pure intuition is space and time, and space and time are the sensible (as felt by the senses) impressions of the whole.

It is therefore at the age of four to five that the structural elements of the young mind are honed to perceiving reality, not through logical processes but through intuitive and metaphysical thought patterns, which utilize the mythical, rather than the logical in order to grasp the essence of reality. By the age of four, children fully embrace the vastness of space and the passage of time. When young children find themselves in a period of intuitive sensitivity to space and time, a period in which they begin to grasp the duality of the spatial and the temporal, they have access to a holistic view of reality. This is a crucial moment to start teaching about the whole, of the interconnectedness of all things, leading them toward a systemic, global view of the world.

"The First Frontier Curriculum". The social studies curriculum introduced in this paper addresses the concepts of space and time while using a specifically appropriate format attuned to the cognitive abilities of the young mind at the ages of four to five. The curriculum stresses global history and geography. The present study indicates that children's understanding is comprehensive, with a holistic view of reality. Young minds think in extremes, opposites, dualities or dichotomies [10]. They have affective understanding rather than analytical, and they grasp reality through the mythical or the imaginary [11]. This profile of children's modes of thinking, and their concerns about death, the origins of life, the "long ago" and the "far away", guide the design of the curriculum, bringing the world and its history to the children's attention in ways they are best suited to understand. People, places and events are introduced in crisp, vivid, yet simple images. Only the most salient features are presented, consistently isolating important elements with clarity of form and content.

"The First Frontier" presents space as world geography and time as the history of its people, in keeping with the time/space unity of children's

worldviews. The program is global, aesthetically pleasing and impressionistic, stimulating children's abilities to learn while stretching their horizons of reality. Stories of the past or far away are taught using the medium of fairy tales, which present information in the form of dichotomies, with opposites clearly drawn and contrasts clearly defined. History told in this manner can enhance its power to confer meaning to the young mind. The story form of instruction is coupled with maps, globes, photographs, artifacts, and appropriately designed manipulatives, which assist the children in remembering subject matter. Content and form are crafted so that not only the young minds are drawn into the intricate web of people at a certain time and place, but the teachers also. As the program progresses toward the Middle Ages, the pages ofe-0.24 -17sp3622 Tw (7 (peopl)Tj
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are linked either by people, an event or some other element or occurrence. Special celebrations take place for each continent. During the medieval period there is a medieval pageant and dubbing of knights. Celebrations are points of pause and reflection before resuming our journey.

Global literacy and Curriculum Development. Education is moving further and deeper into globalization and internationalization of curriculum. The Bradley Commission on History in Schools (BCHS) warns that if students are to emerge with an intelligent global perspective, "historical study of nations and cultures other than our own must be part of the new global and internationalized studies" [14]. The American Council on Education (ACE) has developed national recommendations for international education, stressing that the success or failure of nations in international endeavors will rely almost entirely on the global competence of its people, stressing that "global competence is a long-term undertaking and must begin at an early age" [15]. This demands an integrated approach to thinking about continuous education in terms of progression from the first year of school through graduate studies. "The First Frontier" brings a global perspective and understanding into the classroom at the onset of a child's education, allowing for global literacy to emerge.

Even as we enter the twenty-first century, global curriculum designs are still not being thoroughly considered [16]. Hie "expanding horizons" concept still dominant in the United States is based on theories advanced by the Swiss developmentalist Jean Piaget [17]. According to Piaget, children cannot think abstractly until they have reached the stage of "formal operations" at about 11 years of age and consequently, according to this theory, children cannot understand history of geography until they have reached their middle years.

Current research suggests that Piaget's theories may have been too rigidly interpreted, thereby denying pre-literate children instruction in history and geography [18]. Piaget explored children's understanding of territoriality, and mechanical time (chronological time that uses the clock and the calendar). To base children's understanding of historical time only on mechanistic time appears limiting. Research indicates children can be quite at ease with the historical if it is presented in story form [19]. Importantly, territoriality is not the sum total of geography.

The Bradley Commission on History in Schools argues that the "expanding horizons is a concept indifferent to historical instruction, because children are bound by time and place to remain in the present, in their own personal environment" [20]. Unfortunately the "expanding horizons" paradigm is still prominent in "many of the state guidelines, in teacher training programs, and in social studies textbooks" [21]. Claudia Hoon indicates that it is "only after

the Great Depression that there was a shift in educational thinking toward a sociological based expanding horizons curriculum" [22].

Other more powerful forces contributing to the acceptance of Piaget s educational theory as orthodoxy were at play. Blaut argues that "expanding horizons became so popular in the United States and Europe because it is a colonial concept. Western Societies embraced the corollary of the "primitive mind" doctrine in which races are separated by their abilities to think "concretely" as children do or "logically" as adults do [23]. Piaget's theory was implicit corroboration of the "primitive mentality" model, thereby validating colonial relationships. Piaget's role as psychologist of the twentieth century colonialism encouraged a broader acceptance of his theories of mental development.

Although currently there is a movement, encouraged by organizations such as the National Council of History Education, The American Council on Education, to diverge from the "expanding horizons" paradigm toward more "history based curriculum patterns" [24], history and geography are still widely being ignored in the early grades-and in pre-K programs. Bradley Commission members Claudia Hoon and Phillip Phenix stated that children are quite capable of widening their horizons to the whole universe [25]. Unfortunately, such opinions are not enough to drive curriculum change toward continuous, lifelong education.

Summary. To nurture a child's emerging understanding of reality through proper instruction, as defined by the holistic duality of time and space, can move the child from an egocentric view of the world to a sociocentric view. Th is provides at least some of the thought patterns n eeded to overcome or even prevent misconceptions about life and the world that often lead to stereotypical attitudes, while at the same time preparing children for global literacy through a deeper, broader, globalized curriculum., promoting lifelong learning [26].

Hie present study, which focuses on children's intuitive mental constructs in understanding space and time, carries strong implications for educators and for curriculum design in early childhood education.

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3. Renata Tesch, Qualitative Research (New York, Palmer Press, 1990).

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13. Benchmarks for Science Literacy, Project 2061 American Association for the Advancement of Science (New York, Oxford University Press, 1993) 60

14. Bradley Commission on History in Schools, Building a History Curriculum: Guidelines for Teaching History in Schools (Westlalce OH, National Council for History Education, 1988), 16; The National Council for History Education, founded in 1990, is the successor organization to the Bradley Commission on History in Schools.

15. American Council on Education, Beyond September 11: A comprehensive National Policy on International Education. (Washington DC, 2002) 11.

16. Ibid., 16.

17. Jean Piaget, The Child's Conception of Time (Totowa NJ, Littlefield Adams, 1972)

18. Kirian Egan. The Educational Mind: How Cognitive Tools Shape our Understanding (Chicago, University Press, 1997)

19. Ibid.

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ry Education, 1998),16; The National Council for History Education founded in 1990, is the successor organization of the Bradley Commission on History in Schools.

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EDUCATION TELLECTUALIZATION AS ESSENTIAL *CONDITION OF* PEDAGOGICAL INNOVATIONS

L. N. Davydenko, T. D. Davydenko

Innovations reflection is a situation of intellectual and emotional discomfort resulting from lack of creative search and self-development. Ill-educated specialists generate no new ideas, hence they shall occupy the unskilled laborers segment of international labor market. Future specialists esteem the alternative. The university teachers' obligation is providing a certain level of knowledge and skills, meeting the needs of constant learning and of self-development for highly competitive labor market.

Education projects modeling method is an adaptation to changing life conditions. Project education being a leading innovation activity component has many interpretations. It is a pedagogical experiment in each particular case. Nevertheless it is a creativity-oriented method, brainstorming, cut-and-try method, simulation exercise, method of creation of scientifically based scenarios which require verification and reflection of their realization.

The education intellectualization is primarily based on dominating innovation model which is grounded on innovation strategy and comprises real education, implementation of a real education problem, engineering of a new training course, developing a program and scenario of its accomplishment, evaluation of the innovation effectiveness. Furthermore, the main and supplementary innovation models are created. As practiced organization forms can be mentioned monograph lections with computer presentation, lection with feedback interruptions, problem-centered computer lections, simulation exercises, "round tables", individual work with gifted students etc.

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TEACHING STUDENTS OF SECONDARY PROFESSIONAL SCHOOLS COMMUNICATIVE SPEAKING IN A FOREIGN LANGUAGE

A. I. Derbaremdiker

As Russia is to enter the Bologna Process it is important to take into consideration new technologies in teaching communicative speaking in a foreign language in the system of secondary professional schools.

The report is about teaching students of secondary professional schools a foreign language during 1980 - 2000; three periods are considered: 1980s, 1990s and 2000s. We are going to consider these periods.

While in the 1960s and 1970s the main approach to teaching a foreign language was to teach reading skills, translation and reading comprehension, in the 1980s there was a new approach to teaching speaking and communication skills. At the foreign language lessons in secondary professional schools teachers started to teach oral speech more actively. The author of this report who studied English in the 1980s in a Moscow secondary school remembers that at his English lessons there were a lot of oral discussions with students on various everyday and social topics.

Socio-cultural approach appeared in the 1980s (Saphonova V.V., Kitaigorodskaya G.A.), the main idea of which was that it is necessary to teach cultural background. Since late 1980s - early 1990s linguists' attention has been focused on the role of a "human factor" in the language. A new category called the model of the second language personality has appeared.

Nowadays (first decade of 2000s) we can consider five basic competences that totally provide readiness of a school-leaver of various schools and institutions to adaptation and self-realization in the labour market conditions (even today these competences haven't lost their urgency). They were firstly agreed on at the Burn symposium ("Secondary Education for Europe" 27 - 30 March 1996):

1) socio-political competence, or readiness to solve problems;

2) information competence (its gist can be defined as the readiness and requirement to work with the modern information sources in professional and everyday spheres of life as well as totality of necessary skills (to find necessary information with the help of different sources, determine its reliability, novelty, necessity and other skills);

3) communicative competence;

4) socio-cultural competence (In the principles of any competence there are skills and knowledge on how to use it, but competence is different from skill

because it is always connected with psychological readiness to cooperation in the process of solving various problems, with the certain moral and ethic qualities and traits of personality. Analysis of different notions of "socio-cultural competence" can show that there are three following items in its basis: (a) skill to distinguish common and specific cultural issues in the models of development of various countries and civilizations, various historical stages of the same country, social strata of society; (b) readiness to represent its own country and culture taking into account the possible intercultural interference of listeners, anticipating the reasons of possible misunderstanding and eliminating them at the expense of choosing adequate means of communication; (c) acknowledgement of the rights of different cultural models and thus ideas, life standards, beliefs, etc. made on its basis; (d) readiness to maintain one's opinion without being under influence of other priorities;

5) readiness to be educated during the whole life (the fifth competence is closely connected with the principles laid up in the Bologna Process).

In the modern society it is necessary to teach tolerant speaking, so students could make the so called "dialogue of cultures". The concept of education that has in its basis pluralistic and polycultural development and bringing up tolerance to other opinions and other cultures is called "School of dialogue of cultures". It is based on the ideas of M.M. Bachtin (about "culture as a dialogue'), L. S. Vigotsky (about "internal speech") and V.S. Bibler (about "philosophical logics of culture").

Thus, in teaching secondary professional school students a foreign language nowadays the main priority is to develop and bring up a humane, tolerant personality.

Students should be able to communicate in a foreign language on everyday and professional topics, that's why the syllabus of a foreign language should involve professional language topics.

FORMATION OF PREPAREDNESS OF PUPILS TO CHOOSE TO BE TEACHER (UNDER CONDITIONS OF VILLAGE SHCOOL)

A. S. Dosbenbetova, Y.T. Khairmetov

Settlement of issues in provision of the village schools with teachers gairts in special importance among the set of challenges in reformation of educational system in the village.

Formation of profile education at upper classes of general schools has been offered as priority direction of permanent professional pedagogical education in the Republic of Kazakhstan. Organization of educational process in pedagogical classes allows taking more complete account of interests, inclinations and abilities of pupils and their professional interests.

We used differential and diagnostic method of E. A. Klimov, modified by L. M. Fridman, T. A. Pushkina et al. to carry out an ascertaining experiment with the object of determining the preferable type of the future profession of rural pupils. Results were given at the table below:

(in percentage of interviewees)

Description of prediction	Bovs	Girls
Very favourable	14.6	32.0
Favourable	22	45.0
Satisfactorv	44	23.0
Poor	19.4	.

Interview has been carried out among pupils of 9-10 grades of secondary school named after Babur (Sayram district of South Kazakhstan region). Girls, as can be seen from the table, demonstrated mainly favourable (45%) and very favourable prediction (32), i.e. they are confident in good prospects of their working as village teachers. Boys have much moderate data: less than the half of them received favourable and very favourable prediction for the future as village teachers (36.6%). At the same time almost fifth of them (19.4) received a poor prediction. Personal wish of pupils to be teacher have been also taken into account and they have become members of experimental group.

The next stage of our research is forming experiment. We have developed necessary supplements to the school's curriculum. The pedagogical class consisted of 22 pupils. Ordinary classes were taken as control ones. Pedagogical day was included to the curriculum of the experimental class (6 hours, lessons

of psychological and pedagogical subjects, as well as work in the sponsored class). At lessons the pupils studied essentials of pedagogical and psychological knowledge and acquired practical skills and abilities during the practical pedagogical activity at classes assigned to them. Lessons and trainings in the culture of pedagogical communication helped senior pupils forming professionally important qualities of a teacher.

Pilot work has also involved the differentiated approach to teachers influence on various groups of the pupils for development of their readiness to choose pedagogical profession. General and initial pedagogical training of the pupils had a positive influence on correlation of cognitive and professional interests, which had been important point for conscious choice of profession.

In that way during systematical examination of basics of psychology and pedagogics, extension of knowledge on traditional forms of upbringing of children, direct involvement in organization and conduct of lessons and out-of-school activities in the sponsored classes the senior pupils have been found to have interests and needs, their interests to teaching activity strengthened. Control section which we carried out at the final stage of the pilot work showed the dynamics of increase of senior pupils' preparedness level to choose teaching profession in the experimental groups (see the table below).

(in percentage of interviewees)

Preparedness level of senior pupils to choose teaching profession	Beginning of the experiment	End of the experiment		
	Control group, man	Experimental group, man	Control group, man	Experimental group, man
I (highest)	63	48	40	62
II(average)	40	32	42	34
III (lower)	24	20	18	4
Total pupils	32	22	32	22

Evaluation of obtained results show that qualitative progress in the experimental groups, as compared with the initial data, occurred at the expense of increase of pupils with highest and average levels of professional self-determination in regard to the choice of teaching profession. This confirms our initial hypothesis according to which system of professional work at school will assist in final choice by pupils of field of their future professional activity - teaching activity.

ON SOME PECULIARITIES OF CAREER GUIDANCE ACTIVITY IN SCHOOLS OF GENERAL EDUCATION IN UZBEKISTAN

Sh. T. Ergashev

1. The main peculiarity of the contemporary stage of development of public education in Uzbekistan is the dynamic transformation of all fields of educational activity of pre-school and general education establishments. The national program for staff training that has been implemented in the country for 10 years, has given a powerful impulse to development of a scientifically-based system of youth' training fo

(upon his/her choice) either in a training college or an academic lycee. Duration of education in colleges and lycccs is equal and lasts three years. Nine years of school studies and three years of lycee or college studies make up the 12-year compulsory education. Both college and lycee graduates have the right to continue their education in universities and institutes.

6. Both colleges and lycees provide poly-professional education, which means that the student acquires several professions (trades) in three years. For instance, a student who entered a construction college ("General Construction works" group) is awarded the qualification "Junior operator of general construction works" after three years of education (for this, he should gradually acquire trades of a mason, arc welder, concrete/ reinforced concrete worker and assembler of steel and reinforced concrete structures). Please note: there is no mono-professional education in colleges and lycees.

7. A new system of work - profile and career guidance - has been elaborated and is not being introduced in schools of the Republic. This system includes professional information, professional consulting, diagnostic and career guidance events ensuring: (a) increasing students' professional awareness (from the 1^{st} to 9^{th} grades) and formation of elementary and, later, more profound ideas of the significance of profile (area of professional activity), its role and place in the economic complex of the country and in people's life, and of the main trades typical of this profile; (b) students' profile identity with consideration of their interests, inclinations and abilities, as well as individual-psychological data and medical condition; (c) well-balanced choice by schoolchildren (of secondary school grades) of the profile and relevant area of education in a general education school, academic lycee or training college.

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SOME REGIONAL ASPECTS OF THE DEVELOPMENT OF THE SYSTEM OF FURTHER EDUCATION

V. P. Ermakov

The role of education as a means of cognition, understanding and building the future is considerably growing under globalization, enabling every individual to gain excellence in the process of a continuing professional self-determination. A new understanding of the essence of education as a global problem of building the future is a realized social need. Today education after some period is regaining the status of the fundamental value of Russian society. The integration of Russia into the Bologna process when life-long education becomes an imperative, determines the need for a socio-philosophic analysis of further education and its place in the creation of the system of additional professional education (APE). The APE social practice requires a theoretical construction of the model of "developing education", the education in which there dominate the trends of an educational activity of a creative personality.

Today additional professional education is regarded along with basic professional education as practical education affecting the lives of a wide circle of people. The taking into account the needs of modern science and technology allows one to speak about further education as an APE social practice related to the unleashing of the creative abilities and maintaining the value and social confidence of the personality. The fundamental objective of additional professional education is the development and broadening of the individual intellectual resources of a students personality.

Life does not start from "the desirable place", it is mediated by social practice and enters educational space which determines social needs. The continuity of education aims at obtaining knowledge about acquiring knowledge, at rational initiating of cognitive and behavioural innovations, at the awareness and presentation of social interaction.

Since the main constructive element of postmodernization is knowledge, then a person possessing knowledge becomes an element of the development of society. This approach was actively put forward by such outstanding philosophers as D. Bell, M. Castels, P. Drucker, A. Etzioni.

The traditional idea of further education prescribes a socio-role approach, the prospect of education as teaching skills of playing a certain social role. We note that among the students in the APE structures the number of those oriented at the change of their profession prevails. Hence, in the APE system a person learns to realize his/her independent social prospects, to raise his/her "social

innovation". The APE should be regarded as a source of satisfying economic, social and other needs. In modern society education is not a source of abstract progress but of social confidence of people, is a means of revealing links with society, of personal well-being and belief in the future.

The APE system is better developed in central, economically affluent regions of Russia, where the APE structures mainly enroll "brainworkers" for whom new professional knowledge is a means of retaining ones professional identity. Additional professional education creates a standard of a definite professional model, lays the foundation of the potential of realization, of the ability to perceive changes and to participate in the changes. Modern humanitarian knowledge once again sees a turn to democratization, when man becomes the essential social priority.

According to the data of the Ministry of Education and Science of the Russian Federation, every year 1,4 million people take professional training and retraining courses in the APE system, while in the regions of the Russian Federation, 900 APE institutions offer such education. The concept of modernization of Russian education for the period as far as 2010 approved by the Government (RF 29.12.2001) determines the tasks of the formation of a flexible, highly efficient, constantly developing system of further education in the country "According to some estimates, the average annual rate of increase in the new knowledge totals 4-6 %. That means, that about 5 % of professional knowledge should be obtained after graduation. Tire volume of the time needed to upgrade professional knowledge for higher education specialists amounts to 28 % of the total volume of the time the worker has at his disposal during his whole working period".[1]

Especially topical is the process of building an optimal regional system of further education, integrated into the economic space of a specific region. Equally topical is taking into account the requirements to educational and qualification levels of specialists, to the needs of the real sector of the economy, to the assessment of the demographic situation, the level of social mobility of young people and other age groups of the population. It will be true to conclude, that the level of the development of the APE system is an indicator of the level of the development of the economy and the organization of management in a region. As an example of an integrated model one can mention the experience of building the Inter-industry Regional Centre of Professional Training and Retraining for managers and specialists in the Republic of Tatarstan, which combined the branches of additional professional education of the higher edu-

[1] The concept of the Federal Targeted Program of the development of education for 2006-2010. Education in documents. - M.2005. № 30.PP.15-30.

cational institutions in the Republic, and also Kuzbass Regional Institute of the Development of Professional Education which had developed and introduced *"The* "Networked interaction of basic educational institutions as a resource of the development of the system of elementary professional education in Kemerovski District" programme. The results of the work of those structures ensuring the networked interaction of educational institutions of different levels aimed at streamlining the volumes and structures of training skilled staff for the economy and the social sphere of Tatarstan and Kuzbass allow one to draw a conclusion, that today the APE system is one of the strategic priorities of the state educational policy.

In the southern regions of Russia (Rostov Region, Krasnodar District, Stavropol District, Republics of the Northern Caucasus) the process of the formation of the regional system of further education, the defining of the trajectories of the interaction with the real sector of the economy of the region is taking place. Models of further education have their specific social and territorial features and the process of their formation differs as regards their development and intensity rates. Methods of a mechanical use of positive experience, both Russian and foreign, disregarding regional specific features, traditions and mentality fail to deliver the expected results.

The majority of higher educational institutions of Stavropol District as systems-forming centres of further education are carrying out an active monitoring research of the regional labor market to the

all interested parties (personality, society, state, economic subjects, consumers of educational services). A considerable problem for the APE system in the regional aspect is training and retraining of scientific and pedagogical staff having a command of modern technologies and methods of teaching aimed at various age groups.

According to the forecast of authoritative specialists, by 2008, various forms of post-graduate education will have involved not less than 10-15 % of the employed population of the country. To solve this problem, by rough estimates, it is necessary to increase "the capacity" of the domestic APE system three or four times as much. It is just the APE system that is to become one of the decisive connecting links between higher professional education and socio-economic needs of society and state.

Translated by author

LEGAL EDUCATION OF TRAINEES IN THE CONTEXT OF PROFESSIONAL EDUCATIONS: INNOVATIVE ASPECT

G. A. Firsov

Steady growth of youth aggression, neglect, narcotism, prostitution are the facts obvious to the Russian society, which as consequence, generate growth of offences and crimes.

According to the Ministry of Internal Affairs of Russia it has been registered about three millions crimes in the country in 2006. The special anxiety is caused by growth of crimes among youth (in 2002 their amount made 139681 thousand, in 2006 - 154734 thousand). It is necessary to pay attention to especially disturbing fact observed in the environment of young criminals: steady increase of the number of girls participating in crimes - murders, robberies, armed assaults, thefts and other illegal acts.

The significant amount of offences and crimes is made by the persons training in professional educational establishments. In this situation developed in the society educational work in professional educational establishments should necessarily provide legal education of trainees.

Legal education is integrally connected to overall aims of education of a new person and citizen and solves following problems: general increase of knowledge of the right; mastering by citizens of legal requirements; formation of belief in conscious necessity, utility and compulsion of the right; introduction of strong skills of legal behaviour. In this direction we have developed the structure of legal education, which should be realized through legal propagation, legal training, legal education, educational action of the law.

The modern condition of legal education doesn't allow solving problems of legal, social and educational policy in the country. This position is proved to be true by many authors engaged in the problems of the youth criminality and legal education of the given category of persons. Reasoning and conclusions of many of them are reduced to the statement that now offenders in many respects come from among pupils of the basic comprehensive school who in 2-3 years will pass to the system of vocational training. This is a category of pupils whose parents, conditionally named «children of reorganization », have taken out realities from all their life when they were 15-18 years old. Now they are approximately 35-37 years old, their children are 14-15 years old.

This category of persons formed during the reorganization period, has taken out from this period and adheres following maxims: the law is written for "fools", the law does not exist for normal, clever people. And they have ab-

sorbed these rules in themselves and have transferred them to their children and have put by that an uneasy basis of the person with which we shall deal in the near future. Such young people can study well and not make open illegal acts, but their legal consciousness is deformed in this plan sufficiently seriously. Existing negative tendencies do not form at a certain number of youth respect for the law, rules of behaviour established in the society.

Developed position with legal education of youth is determined by many factors. One of them is weak scientific bases of formation of legal education of youth and vague positions in the major documents, on the basis of which legal training and education (state educational standards, qualifying characteristics, professional programs of various professional categories), and also in existing approaches to the professional diagnostic, principles of the staff selection, preparation of teachers of the legal subjects at professional school, etc. is realized.

Therefore one of the problems, which rises before the system of vocational training, is the problem of comprehension of the fact that new problems of legal education cannot be solved with help of out-of-date methods and organizational forms. It becomes extremely clear, that there has come time when without innovative development it is impossible to provide achievement of high results in the organization and promotion of legal education of trainees. Legal education of students as a paramount priority in vocational training, should become an organic component of pedagogical activity integrated into the general process of training and development. The major problem of education is formation at trainees of a civil liability and legal consciousness, spirituality and culture, initiative, independence, tolerance, ability to successful adaptation in the society and on the labour market. All aforesaid may and should integrate into the common process of legal education.

In the general process of education of students of professional educational establishments legal education is a priority on which successful decision further becoming and development of a lawful state, social health both of a separate person - a citizen, and of all society as a whole depends. In this connection the problem of introduction of innovative technologies to the existing system of legal training and education at the professional school on all professional standards is staticized.

As it is known, an innovation has two sides: the subject side - determining, what new is created, introduced; and the one - determining how these novelties appear, spread, develop and change. The process side determines functioning of innovative activity. Innovative aspects of pedagogical activity, first of all, are shown at the organization of classroom and out-of-class work with students.

In the modern pedagogical theory the following variants of the organization of interaction of various kinds of lessons can be named:

1. low level of interaction of the given kinds of lessons is characterized by full absence of purposefulness of connection of classrom and out-of-class lessons (these kinds of lessons function independently from each other or in parallel with each other);

2. average level is characterized by purposeful, but unilateral connection of out-of-class lessons with lessons in the classroom (the teacher uses certain opportunities of application of various results of out-of-class activity of students).

At the gi ven level of the organization of interaction between the classroom and out-of-class lessons purposeful use of all kinds of connections of pedagogical interaction (information, material, etc.) is observed;

3. high level of the organization of interaction between clasroom and out-of-class lessons is characterized by such condition of connections at which the teacher purposefully plans and operates all variety of connections. At this level of the organization of interaction of classroom and out-of-class works a full and effective utilization of all connections of interaction (information, material, etc.) in their complex becomes possible. Actually the teacher carries out the management of system of classroom and out-of-class work.

The examined classification reflects only one side of research activity of the teacher. The effective solution of problems of the organization of classroom-and out-of-class work with students will help to solve many problems of professional school, one of which is legal education. In the innovative pedagogical activity the teacher should base on modern achievements in the field of various sciences. The increasing volume of the information complicates the opportunity of the choice of corresponding material as "deficiency" of the free time of the teacher does not allow him in many cases to work out an extensive scientific-methodical material. It is necessary to develop the reference points, which do not allow the person to sink in the sea of the information, to keep an educational direction in the development of both a concrete person, and separate social groups.

New time dictates urgently necessity of precise definition of educational activity problems, development of new educational systems, including systems of legal training and education. But how to start realizing corresponding programs when there is no nation-wide ideology in our society today? What ideals should we aspire to? And what is possible to recognize for an ideal?

That is why the precise concept of the organization and conducting of legal and educational work with students gets a special importance in professional educational establishments which can arm teachers with necessary approaches and innovative aspects in this complex and many-sided activity. As such a ref-

erence point pedagogical collectives can use the concept of legal training and education of trainees in the professional educational establishments, developed by creative collective in view of the level of preparation and professional orientation of educational establishments.

From our point of view, the given concept should include following sections: (a) characteristic of the condition of legal literacy of students; (b) purposes and *problems tasks of the concept; (c) main principles* of realization of the concept; (d) basic directions of activity in the field of legal training and education; (e) mechanism of realization of the concept. The offered list of sections, from the author's point of view, provides rather wide range for innovative activity on questions of legal training and education of trainees. However it is only the author's offer and it can be added and modified depending on conditions of a concrete educational establishment.

Now the role of scientific - methodical maintenance of innovative pedagogical activity grows. Scientific research institutes and the scientific - methodical centers aspire to become a centre of information and diagnostic and scientific - methodical maintenance of teaching and educational process, to create conditions for self-education and perfection of pedagogical skill of teachers, development of their creative activity in conditions of modern educational space.

The individual - creative approach to innovative activity of the teacher assumes his comprehension of himself as a creative individuality, definition of his professional and personal qualities demanding perfection and updating by himself.

The need for perfection is the basic motive and rod quality of the teacher - innovator. Integration of the science and practice into the teacher activity promotes development of his creative potential and reserve opportunities.

Innovative activity in the education system, including the system of vocational training, possesses the specific features both in the scientific theory, and in student teaching. It is necessary to note, that not all authorities of vocational training and pedagogical collectives pay sufficient attention to this moment. It may be suggested, that a certain contribution to the solution of the an examined problem could bring in the Institute of innovative activity in education of the Russian Academy of Education, bringing in the subject of its scientific interests questions of legal training and education of students of all levels of preparation.

This article is only small attempt of the author to make heads of professional educational establishments and other educational bodies pay attention on the problem of legal training and education as an insufficiently investigated and poorly covered subject in the literature.

Translated by author

STRATEGY FOR COMPENSATORY GOVERNANCE IN PHYSICAL EDUCATION V

While the goals and priorities of an innovative system of governance are being finalized, it is important to formulate a compensatory methodology and the fundamental policy on incentives for the industry. The architecture of compensatory governance envisages the definition of separate elements and management functions, development of criteria and parameters to gauge economic advancement in the industry, as well as monitoring of cause and effect relationships in the industry's internal progress, analysis of the information flows supporting the industry's livelihood and integrity, and, finally, elaboration of key financial indicators.

The technological process of compensatory governance includes the natural, substantive labor processes in physical education and sports, processes that generate value (including the value of visual entertainments, games, sales of broadcast rights, and transfer price of players), an integrated knowledge system in human resources management, the sum total of the methods and means of payroll management, a system of short- and long-term financial compensation for employees, motivational techniques for work and professional growth, knowledge rating methods, structural formalization of hands-on payroll management (including assignment of responsibilities and procedures to specific executors), and social and environmental processes.

The institutional component of the proposed strategy consists of specialist bodies of governance with a hierarchical structure, a stratified institution of administrators appearing as actors of governance and vested with specific powers to make and implement management decisions within their respective competence. As we can see, the proposed aspects of compensatory governance, while being interrelated, considerably supplement each other, making up an integral system focusing on the study of different segments of the industry.

The high sociopolitical importance of physical education and sports calls for the government to contribute to the financing of their different segments, but in so doing, it is important to be attentive to the specifics and nuances that set physical education and sports apart from other social realms. First of all, in sports, the commodities that can be bought and sold are the show itself and its participants (athletes), as well as infrastructure facilities and sports paraphernalia. Second of all, the outcome of sports events tends to be unpredictable, and„so are the risks associated with investing in the training of top athletes. Thirdly, it is important to note the long life cycle of sports infrastructure facilities and actors (athletes and coaches), who emerge as investable properties and commodities that can be bought and sold (it takes 5 to 10 years to train a professional athlete). The technological base of sports activities tends to be capital-intensive, requiring a substantial investment of capital, resources and labor.

Indeed, sports require a solid, well advanced and dedicated infrastructure.

All this nuanced specificity determines the pattern of spending in the industry, and the special financial and budgetary interfaces between government bodiee(budg185h)Tj 0306 (l)Tj1.78 Tw 3308.16 Tm194h

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CONTINUOUS EDUCATION OF CIVIL SOCIETY MANAGERS

N. V. Grokholskaya

Establishment of a civil society in Russia is a prerequisite for democracy development. One of the essential components of a mature civil society is public organizat ions of citizens.

A big number of public organizations were registered in the first half of the 90s, but many of them did not last long (the average "life expectancy" of such organizations, according to survey data, amounted to 9 months during that period). One of the reasons of their instability was that initiators and activists of public associations were lacking the relevant knowledge and management experience.

The system of competent management of civil society organizations is particularly important for countries of the transitory period, including Russia. Non-profit-making public associations are mostly non-competitive now and not prepared for new conditions of work. If these organizations are to acquire the required image and influence, they need specialized training of employees in the system of professional education. It would be expedient to arrange instruction of managers in compliance with special curricula meeting the requirements of civil institutions and public associations. In order to solve this problem, a social order should be lodged, and programs for training of experts of this profile should be supported by the government and public associations. Legislative, financial, ideological and moral support of authorities of all management levels is extremely important for public companies.

Unlike business where the quality of work is compensated by the size of remuneration, and unlike the state sphere offering opportunities of career growth and salary increase, in the field of civil society the amount of remuneration is not directly connected with activity and is not the main thing. That is why the main factors of activity are human qualities - decency, open-mindedness, and ability to deal with people and understand their needs. Organizational abilities, intelligence and creativity are also important. A decisive factor of such activity is an active citizenship. Apart from an active citizenship, the manager of a public organization should be capable of communicating a public idea-mission not only to his/her assistants and members of the organization, but also to those to whom this mission extends.

One of the essential tasks for civil society managers is the ability to create actually operating associations from scattered organizations and companies. It is necessary to establish an institution of civil society managers for formation of

their own professional activity standards. It is particularly important to involve volunteers in activities of public organizations, since no project can be implemented without them. The ability to evoke in people motivation for unselfish undertaking of socially useful actions is the most difficult task.

Due to the fact that structures of the civil society employ people of different ages, the issue of instruction and further training of civil society employees - managers of public organizations - becomes particularly sensitive. In our opinion, it is expedient to consider the issue of instruction and further training of this group of experts in the context of continuous learning.

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INTERDISCIPLINARY APPROACH TO TRANSFORMATION OF THE CREDIT TRAINING SYSTEM AT TEACHERS TRAINING UNIVERSITIES

S. T. Imanbaeva, Z. A. Karaev, G. Z. Menlibekova

1. An educational system is a translator of culture, a force stimulating refreshment of the modern society. Integration in education is coalescence of knowledge and consciousness, resulting in development of the student's consciousness in a quantitative sense, referred to as knowledge-reproduction training, and qualitative sense, referred to as personality-development training.

Modernization of education is based on formation of a new cultural stereotype or a new steady course of actions resulting from a new system of cultural values and technology of activity rather than on technologisation and information. Modern condition of preparation of specialists and labour market requirements assume introduction of scientifically reasonable and experimentally proven innovations in the technology of training, which should become an important source of progress in preparation of specialists of the new generation. According to K.K.Colin, the main purpose of education is formation of holistic outlook assuming a new way of the person's mentality and activity. The new educational paradigm can be formulated in a form of a logically connected triad: from a holistic picture of the world to holistic knowledge and then to the holistic personality [1; 2].

Higher education is a priority of industrial-and-innovative development of the Republic of Kazakhstan. Kazakhstan President s Message entitled *Strategy for Kazakhstan to Rank among 50 Competitive Countries of the World* qualifies development of modern education and advanced science as a high priority. Delivering a lecture to the college kids of Kazakhstan, the head of the state emphasized the idea that «national high-school rating criteria based on advanced world practice are being carefully thought over. Rating is an important matter. Only the high school working in competitive environment can prepare and graduate a really competitive specialist». The above-said calls for research of educational methodology based on the credit educational technology aimed at increase in the self-education level of students [3].

One of the main aspects of formation of an effectively functioning educational system in the republic is establishment of the National Education Quality Ev dilation System designed to improve the quality of preparation of human resources. Education can improve the quality of the human assets, viz. knowledge, professionalism, culture of the person, etc., which is an inexhaustible intellectual and spiritual resource of the state.

2. Innovations are results of an activity implemented in a new product in the market. Measurement is a procedure of assignment *of* calibrating symbols to observed objects according to a rule. Quality of measurement is stipulated by accuracy, sensitivity and reliability of the tool. Accuracy of the tool is its conformity to the standard existing in the area involved. Sensitivity of the tool is stipulated by the value of the unit of measure, depending, for instance, on the nature of the object. The object of pedagogic is facts causing development of a human individual in the course of purposeful activity of the society. Reliability of the tool is an ability of the tool to reproduce the results of measurement within the sensitivity of the scale. In humanitarian and social branches of science, the majority of parameters defy direct measurement with traditional means. Instead, various questionnaires, tests, standardized interviews, etc., generally referred to as the measuring toolkit, are used.

Application of mathematical methods in pedagogic is complicated by the nature of pedagogical phenomena, which resist measurement. One of such methods is structural systems analysis applied for quantitative characteristics of spiritual phenomena. The structural systemic criterion is a tool helping select the features we are interested in and measure them.

Its algorithm can be the following:(a) clearly formulate the purpose of the criterion and the pedagogical task of the measurement, (b) analyse the subject of the inquiry and its main features, (c) form the structure of the criterion, (d) determine coefficients of the reference features by a statistical method, (e) develop a measuring substructure of the criterion;(f) develop the standards of assessment for the elements of the measuring substructure of the criterion as a system of assessment in points or per cent.Measurement with the structural systemic criterion means that the reference structure of the criterion reflects the condition of the pedagogical subject of inquiry as the features we are interested in and the level of their maturity. The result of the measurement depends on what degree of conformity between the original and the reference standard we can establish. The structural systemic criterion is, on the one hand, a standard of the subject of inquiry, and on the other hand, the measuring tool.

Pedagogical science is not unanimous on interpretation of the concept of *innovation.* In this case, the use is made of A.I.Prigozhins definition, where an innovation is treated as a purposeful change introduced into a certain social unit, viz. an organization, society, and group [4]. The above-stated definition allows drawing the following conclusion: an innovation cannot be instant; it represents a process that is not spontaneous but directed by its *authors,* seeking to make these changes. The way an innovation has to pass is complex and consists of three stages:(l) genesis of the innovation, (2) its initial assimilation, (3)

transformation of the innovation into a tradition. There are three types of innovations: *radical:* for example, in education, they are represented by attempts to reorganize the educational process on the basis of information technologies; *combinatory:* a combination of the elements known before into new ones, i.e. a new method of training as an unusual combination of techniques and methods known before; *modified / improved:* an improvement / supplement of the present method of training without its essential change.

The credit technology of training is an innovative educational technology directed at increase in the level of self-education and creative development of the trainees' knowledge on the basis of individualization, selectivity of the educational trajectory within the regulation of the educational process and count of the volume of knowledge with credits. A credit becomes a unified unit measuring the volume of the student's work.

Effective integration of information technologies into education is a key to solution of the problems connected to transition to the new-generation training system.

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AESTHETIC EDUCATION OF SCHOOL CHILDREN IN THE SPHERE OF FASHION IN EXTRACURRICULAR ACTIVITIES

A. A. Izbaskhanova

The formulation of aesthetic tastes, of aesthetic relationships towards cultural values, towards private phenomenon deemed as the culture of clothing, demand management in this process by educational institutions. In order to research the formation of aesthetic tastes we surveyed the pupils of a number of middle schools in the town of Shymkenta. We questioned 150 schoolchildren. As part of the survey we posed the question, "What does fashion mean to you?" Fifty percent of the respondents answered that fashion is the race for new things, twenty percent consider fashion to be the possibility for self-expression, Fifteen percent see it to be prestige and five percent answered that fashion is a style or a manner. Eighty percent of those asked said that they would not wear something fashionable if it did not suit them. The majority of those asked agreed that they do not have adequate knowledge of fashion and each respondent would like more information about the culture of clothing, about style, professional recommendations etc. The survey allowed us to create a regional entertainment program "Young People and Fashion". The main purpose of this program is the broadcasting of the idea that the ability to dress well is equally important as the ability to behave oneself in public. That is to say that, in its social importance, fashion is a science just like etiquette and aesthetics. The regional cultural and entertainment program "Young People and Fashion" allowed the coordination of efforts from educational institutions, cultural-entertainment institutions and social organizations, which are concerned with problems affecting young people. In such a way this extracurricular activity will allow the formulation not only of the aesthetic tastes of the schoolchildren but also their culture as a whole.

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READING OF BOOKS AND THEIR DISCUSSION IN CLASS AS A PRECONDITION TO HIGH-QUALITY COMMUNICATION

D. Yakavonitey, D. Kilyuvieney

Today's Lithuania talks a lot about importance of high-quality reading in a human life especially because the computer starts displacing the book from the children's hands. The problem is also topical because high-quality reading is an element of meta-cognitive thinking. Active reading makes the pupil analyze the importance and the essence of the book. Such reading forms meta-cognitive skills, which are very important for the person as the precondition of a high-quality life in a permanently changing society.

Active reading is a basis for development of communication competence. The contents of the text read becomes an object for talking and discussing, answering each other's questions, sharing experience, comprehending, evaluating, interpreting the events, the characters, the environment, the situation and other processes generated by reading the text.

Situation with reading in Lithuania In 2005, the Seym of the Lithuanian Republic adopted a concept encouraging active high-quality reading and development of speech skills in youth. In particular, the concept emphasizes that «a well-developed oral and written speech helps a person to think critically, discuss, and feel easier to integrate into the society» (Качкуте Р., 2005, стр. 17). Active reading helps develop both written and oral speech as while reading, the pupil has to understand the written text, and speaking about a book, he / she learns to express his / her attitude to what has been read. Hie concept treats some gut issues and sets objectives important for high-quality reading: (a) encourage people to read and improve their reading skills. Make reading books a priority, an integral part of people's life, a pleasant process bringing pleasure; (b) find social and pedagogical mechanisms and methods to make children active readers having good reading skills, make importance of the book understood both in the family and at school. Extremely important is the attitude of teachers to books and reading. It is a teacher's skill to arouse interest to the book in the child; (c) strengthen high esteem of reading in the society so that the skill could become a *motor* of education for the whole of their life.

R. Drazdauskiene (2005) asserts that reading skills are formed in the childhood. Therefore, the biggest responsibility falls on the family and the teachers of elementary grades, whose direct efforts stipulate timely formation of high-quality reading skills in the child. N. Boruseviciene (2004) underscores several strategies of training in active reading: reading texts, the pupils should empha-

size what they have not understood; another method encouraging active reading is highlighting the most important passages and the main concepts in the text and explain why they have drawn the pupil's attention. Another strongly accentuated point of reflection is comprehension of the text read. The author also emphasizes the influence of meta-cognitive thinking on active reading: the pupil wishing to understand the text and its ideas should interpret it. Effective training depends on the quality of communication between the teacher and the pupils.

Conversation between them is a prerequisite for development of communication competence.N. Borusevicien (2004) treats communication as exchange of verbal and non-verbal information, including knowledge, thoughts, ideas, feelings, experience, which training enlarges and makes more specific. One can communicate on the basis of the contents of the texts read. The text read can be an object of communication, i.e. an object of a conversation.

One of the most favourable methods of active reading developing communication skills is a method of training to solve problems. With this end in view, a problem situation based on a particular text is created > the pupils formulate the problem of the text, actively reading and basing on the contents of the text > a problem-solving plan is developed > the problem is solved > the activity is conceptualized.

Experience of some countries connected with reading.

H. Ragnrsdottir (2005) asserts that reading creates a precondition for education and a successful social and cultural life. Primary school should pay a lot of attention to development of oral speech and reading. It is desirable that the child is simultaneously taught to read and speak as these processes depend on each other. Having taught a child to read, the teacher should encourage him / her to read different texts, write about them and talk on the subjects read.

J. Kilyon (2005) pays attention to importance of experience of reading and subjective comprehension. In his opinion, people understand each text they read or listened to in their own way, depending on their experience. We think that teaching active reading to children, a teacher should pay a lot of attention to the skill of unambiguous, i.e. objecti ve understanding of the text read, especially the non-fiction one, containing important particular information.

J. Kilyon (2005) underlines the importance of meta-cognitive thinking for training, believing that comprehension of the text depends on what the reader knows about books and reading. Combination of reading with another activity discloses purposefulness of this process. If a pupil knows that after reading, he will have to speak, discuss and answer questions, then the process of reading will be more careful, and the reader will be more attentive, knowing the pur-

pose of reading. Moreover, if we understand what we read, we are likely to feel that we want to go on reading.

J. Kilyon asserts knows the teacher should find out what literature his / her pupils read; and if they do not, then why. The paper considered emphasizes that active reading is a basis of communication: «If we are encouraged to talk about what we have read, and our outspoken ideas and experience are positively evaluated, then we want to read more, to read oftener and to read more courageously» (J. Kilyon, 2005, p. 28). Lithuanian teachers should treat this idea as a guideline to high-quality active reading.

Swedes are among the most reading peoples of the world. According to B. Modigh (2005), active reading in Sweden is encouraged by the policy of education aiming to provide that the children develop a reading habit as early as possible both in the family and at school. Literature and reading are the main elements of the Swedish cultural policy.

6th level. Thinking at the level of the ego system	Assessment of importance
	Assessment of efficiency
	Assessment of emotional reaction
	Assessment of motivation
5th level. Meta-cognitive thinking	Goal setting
	Observation of the processes
	Monitoring / control over accuracy
4th level. Application of knowledge	Self-determination, decision-making
	Solution of problems
	Experimenting
	Consideration
3rd level. Analysis	Comparison
	Classification
	Error analysis
	Generalization
	Specification / characterization
2nd'level. Comprehension	Synthesis
	Description
1st level. Search	Reproduction
	Execution
Source: R. J. Marzano (2001).	

Reading is in the focus of attention in many countries of Northern Europe, including Sweden, Finland and Norway. A. Oster (2005) states that in Denmark, 56 % of 9-12-year-old children read actively, the girls being more active

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LIFELONG-EDUCATION PROCESS CONTROL: ORIENTATION TO DEVELOPMENT OF THE HUMAN POTENTIAL

A. M. Kalchakeyeva

Progress in any branch of knowledge can only take place if new ideas are generated and the process of modernization is implemented. However, the field of vocational training is still dominated by extensive forms and methods. New challenges are attempted to be solved by regrouping of various subjects down and across with respective increase / reduction in school hours for these or those subjects. Orientation to extensive training methods prospers due to inertia of the educational system. Unconditionally, the objectives and tasks of lifelong vocational training are absolutely different. Unfortunately, training either in this or that system is basically similar in many respects.

Practically, higher school channels all its efforts and most of its time to'the basic information only. Good learning of educational information is automatically supposed to result in the students working skills. However, this is not the case. Learning has four hierarchical levels. Even the best learning of basic educational information allows bringing the learner as high as to the first / second levels, represented by acquaintance knowledge and copy knowledge, which provides only primitive reproduction of the information.

Conventional training, neglecting the principle of feedback, cannot teach a successful professional functioning. Mastering of practical skills, to say nothing of professional skills, involving the third level of skill knowledge, necessitates application of other didactic systems, principles, methods and means of training. That is why the emphasis should be made on development and improvement of training methods rather than basic information.

The point system applied now misinforms teachers of vocational school and, consequently, potential employers. First, these points are subjective and bias the true state of affairs; second, they measure readiness of the examinee mainly in the field of basic information, which corresponds to the first and the second levels of training, rather than practical mastering of the subject, implying the third level of training.

Application of new ideas allows intensification of the vocational training system and creation of important preconditions to achieve the highest possible quality of education with minimum expenditure of the pupil's and the teachers' time and efforts. Special psychological research has shown that it is not in every student or even certified specialist that high individual abilities are inherent, whereas the vocational training has to teach everybody at the top level.

The determinative success can only be brought by systematic efforts providing training of all pupils at a high professional level.

Therefore, it seems important to consider professional education, including higher one, not as a precondition to obligatory creativity of each would-be holder of a diploma, but also as preparation to executive functioning at such a high professional level. It is very important for modern didactic systems, principles, methods and techniques to provide faultless executive functioning of each specialist as successful teaching of every student to be creative seems Utopian.

At present, Kyrgyzstan is preparing a lot of economists; however, the need for specialists of this profession will go down as soon as in the near future. At the same time, it is necessary to increase the coverage of the present certified specialists with high-qualified instruction. It will demand undelayable revision of the structure of the higher economic education, change of habitual forms and methods of training of students and certified specialists. First of all, higher-school teachers of all levels and ranks, from assistants to heads of departments, have to be considerably re-trained.

In the context of the issues considered in the present report, a conclusion about the necessity of professional approach to lifelong-education process control seems to be quite appropriate. Importance and obligatoriness of this principle increase even more against the background of information asymmetry in the market of educational services of Kyrgyzstan. Frequently, a signboard of a respectable high school or lifelong-education centre hides a money-forcing out tool, providing purchase of a state-established diploma in exchange for doubtful-quality educational services. However, if the so-called business prospers, then, using economic terminology, one can say that, on the one hand, the demand calls forth the supply, and on the other hand, a consumer of educational services seems to be satisfied with their quality. It is here that we inevitably face two problems: what is the result of education and what is assessment of the result of education. Is a higher-education diploma a result? How can this result be evaluated and in what units measured?

Assessment of the result of education seems to be difficult largely because of its remoteness, i.e. a long period of time between obtaining of the educational service and practical application of the knowledge. Moreover, one cannot neglect a certain amount of subjectivism: the young people receiving education for the first time frequently evaluate their satisfaction as ease of passing the examination or simplicity of training; while the people receiving the second higher education concentrate on pithiness of the courses, an opportunity to apply the received knowledge in practice and professionalism of the teachers.

Thus, lifelong-education process control represents a multicomponent phenomenon of exclusive importance for development of the state and its human potential.

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ESTABLISHMENT OF INFORMATION CULTURE - IMPORTANT

ENSURING EQUAL ACCESS TO EDUCATION IN AN INTEGRATED ENVIRONMENT FOR PEOPLE WITH DISABILITIES

E. 0. Kolchenko, I. Y. Kozlikovskaya, A. F. Nikulina

An integrated learning environment, for which Ukraine strives, should ensure equal rights and access to education for people with disabilities as well as their continued inclusion in the processes of learning and education. Integration involves mutual adaptation: by pupils who have come from specialised establishments or have previously grown up only inside family circles to the new conditions of learning in an integrated educational environment; and by educational institutions to the requirements of students with disabilities. In standard laws on equal opportunities for disabled people, (UN General Assembly Resolution No.48/96), the principle of equal opportunities and inclusion in everyday life for people with a disability is set out. People with a disability must receive the necessary support in the processes of education, finding work and in their job: for their integration into the educational sphere at any level, an architectural, educational and communicational area must be provided in which they can securely move about, study, develop and socialise.

In Ukraine integration is gradually penetrating all levels of continuing education. With the support of the Ministry of Education and Science, and the charitable fund 'Krok za krokom,' a pedagogical experiment on the introduction of inclusive education into the pre-school and school system was begun by researchers of the Institute of Special Pedagogy of Ukraine's APN and by the directors of a group of sch ools. Issues of the inclusion of young people with disabilities into the college and university system over the last nine years are simultaneously being examined by researchers and teachers from the 'Ukraine' Open International University of Human Development, where the authors of this paper work. In our university, out of 47,700 students, around 2000 have some kind of disability. From the beginning, the university was founded as an integrated establishment of further education, where equal opportunities for students with different levels of material means and state of health are always considered. This set out the conditions for the unique structure of the university - the creation of branches in all areas of Ukraine to provide educational services to the less mobile members of society in their locality, as well as the creation of a network of local and regional centres of distance learning. Furthermore, the university offers the conditions necessary to receive a second further education, which provides re-training to people who have become dis-

abled in adulthood. It also offers the opportunity of obtaining further qualifications all life long.

Every student with a disability has certain psychological characteristics and practical limitations, which complicate the learning process in an integrated educational environment. Therefore, to ensure equal access to education, special teaching techniques and adapted technical surroundings have to be introduced into the educational process. Special programmes aimed at the personal and professional development of disabled people in the university also have to be developed. Physical exercise and health should also be taken care of, by means of sports and medical rehabilitation programmes. A complete model of teaching disabled students in an integrated university environment for the first time became the subject of scientific research at the 'Ukraine' University. Since disabled students are fully accepted as equals, the same requirements are expected of them as of other students. Naturally, disabled students have certain problems which began previously but still affect their learning process and ability to integrate. In an integrated group, unlike in a special group, the pace of lectures cannot be slowed down, the number and duration of lessons cannot be reduced and the material cannot be simplified or condensed, because this would affect the quality of knowledge of the whole group. Therefore, only by introducing a system to support their study can these students be fully included in the learning process and their practical disadvantages be compensated.

At the level of development of such a support system, we focused first of all on the means of overcoming the problems and difficulties which impede students in taking in the study materials, obtaining professional knowledge and habits, participating in society and generally developing, i.e. becoming full participants in the learning process. Study support begins from the moment that a disabled person applies to university and includes the processes of their preparation to enter an institute of further education and their study, as well as later support in communication with graduates. Inclusion is achieved by means of technical, pedagogical, professional rehabilitation, psychological and social systems.

For an optimum studying process, first of all the difficulties in grasping the study materials experienced by students with sensory problems must be studied and compensated. However, it is very important to clearly understand what method best suits the student for taking in the materials: visually, aurally or via touch. In connection with the individual ways of taking in the study materials, the teaching methods vary greatly.

Before accepting students with disabilities, institutes of further education must resolve many organisational, technical, psychological-pedagogical, me-

thodical and social problems, in particular: (a) the creation of an unrestricted learning environment, in which classrooms, information and study materials are accessible to all students; (b) offering the opportunity to choose the Study plan (daytime, extramural, distance-learning); (c) the creation of specialised materia] and *technical resources; (d) adapting the* current *methodological* study services; (e) the re-training of teachers and introduction of special information and pedagogical technology; (f) the provision of a course of initiatives on the adaptation of teachers and students to an integrated learning environment, creation of conditions for the successful formation in the team of a tolerant attitude and understanding of the problems faced by disabled people; (g) the creation of conditions necessary for the social growth, identity formation and self-fulfilment of all students, including those with a disability.

The approach to organising education in our university outlined above can also be applied to the organisation of education on other educational institutes. Cooperative work between national and foreign scholars and experts along with the continuous active participation of students themselves could mutually enrich pedagogical systems and approaches to cooperation in this sphere, as well as tangibly helping people with disabilities to find their place in life.

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THE MAINTENANCE OF THE GUARANTEES OF RIGHTS OF CITIZENS-IMMIGRANTS ON GETTING AN EDUCATION IN THE RUSSIAN FEDERATION: UNINTERRUPTED EDUCATION FOR IMMIGRANTS

Kolganova N. A., Shkombarova E. V.

For the last few years the Russian Federation is one of the large centers, which accept immigrants from former Soviet republics. According to the State Committee of Statistics, the annual increase in population of the Russian Federation due to immigrants is about 250 thousand people, and the general number of immigrants in Russia exceeds 5% of its population. Inflow of migrants is now objectively claimed and will be claimed in some bigger scale by the Russian economy because of an unfavorable demographic situation.

However, economic, social, cultural and psychological resources of migrants are limited. Vulnerability of immigrants is the result of many factors, in particular: change of language and ethnic-cultural environments; isolation from a habitual social environment; absence in the country of entrance of the social communications, playing an important role in adaptation of migrants, etc. These and other factors render direct influence on the model of peoples behavior and result in difficulties in the communication and adaptation.

A large share of immigrants from the CIS countries is the former Soviet intellectuals, which are represented by a highly urbanized group, which has a high educational and qualifying abilities. Therefore, value of education for this contingent is extremely high. Availability of qualitative education to children of immigrants is also an important factor of integration in the new social environment and the compensating resource, which will allow to hope for increasing of the social status. According to PISA, schoolboys-immigrants have a high level of motivation to get education and strong positive motivation for training. Such steady orientation of children-immigrants should be used not only by school, but also by all levels of authority, which carry out educational policy.

The big share of migrants in the age of 30-50 doesn't have a professional education, which is appropriate required by regions. Therefore discrepancy in professional characteristics of offer and demand for labour is observed. In this connection it seems important to create target programs at the level of the subjects of the Russian Federation. Directed to overcoming of language, ethnic barriers of immigrants, creation conditions for getting of uninterrupted qualitative education, ensure availability of higher education. Such programs and models of uninterrupted education will assist mitigation and levelling of difference in the level of knowledge and skills of immigrants. These differences

have arisen owing to difference in educational systems and standards, features of the organization of educational process, and also heterogeneity of migratory structure. To overcome these difficulties, programs of uninterrupted education should include two connected blocks: «The program of overcoming the language barrier and development of language competence» and «Adaptable programs of additional education» (Schemes 1 and 2).

It is important to foresee, that the results of model for maintenance of qualitative education at its various stages would have a practical value and an opportunity of inclusion in the system of non-uniform groups.

Problems of adaptation of immigrants is actual for the North-West of Russia. Vyborg is part of Leningrad Region and it is located in 138 km from Saint Petersburg on the border between Russia and Finland. Due to its geographical position, Vyborg is an important industrial, transport, trading, tourist and cultural centre of North - West of Russia. It is one of the most economically advanced and perspective cities of Leningrad Region. Many large investment projects with participation both Russian, and foreign investors are realized in various branches of economy. Vyborg occupies leading positions in the region on rates of development of trade, business and small business. A third of all volume of industrial production belongs to mechanical engineering and manufacture of the equipment, another third - to the food-processing industry. Shipbuilding is traditionally important for economy of Vyborg.

Professional training of youth is carried out by the elementary school and specialized secondary schools and eight branches of leading Russian higher schools. However, as well as the whole country, Vyborg district has entered a stage steady depopulation the reason of which consists of cumulative actions of several factors: low birth rate, high death rate, unfavourable age structure of the population. The migratory gain is one of the sources of filling in the losses, which are connected with natural decline in population. It was about 1,5 thousand person in 2006, which is 33% more in comparison with 2005. Higher education has 31% of the total number of migrants, 5% have unfinished higher education and would like to finish training in higher schools of Russia. 41% of the migrants, who have secondary or incomplete secondary' education, and also 23% with secondary special education feels the necessity of the further training. But to enter higher school for this category of citizens additional preparation on Russian is necessary to pass Centralized Testing.

In the branch of the St.-Petersburg state university of engineering and economics in Vyborg the complex program of uninterrupted education is created in view of migratory flows. The opportunity to study on preparatory courses is stipulated to enter higher school. Taking into account the necessity of passing

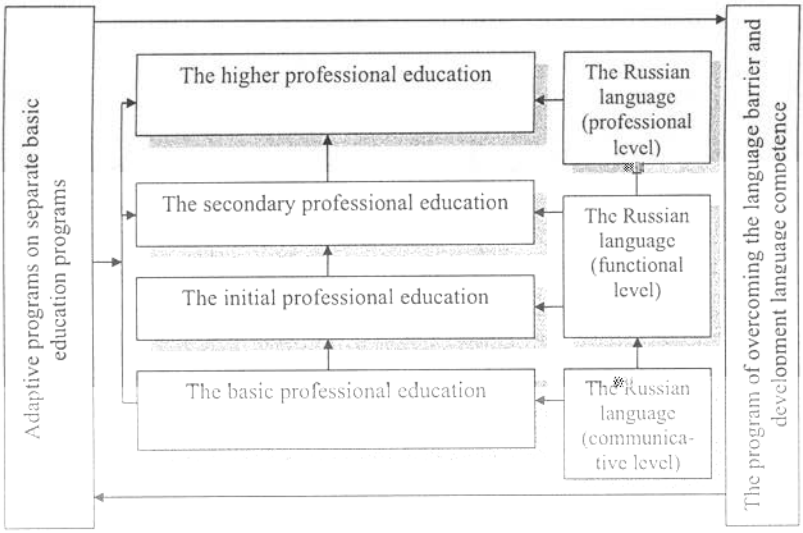
Centralized Testing, and also reduction in programs of the Russian language, and in some cases its absence in comprehensive schools on the post Soviet space, preparatory courses are organized in Vyborg branch on the disciplines, which are necessary to pass the entering tests and the Russian language (communicative and functional levels).

The branch department of the secondary professional education offers study for persons with secondary education and incomplete secondary education. Curricula of all specialities contain blocks of general educational, professional and special disciplines. Obtaining of secondary professional education in the branch enables to continue education under the reduced programs of the higher professional education. The persons who arrive from the former Soviet republics and have unfinished higher school education of the same structure can continue education on the basis of the above programs. Programs of additional education provide a course of computer training. Training is carried out on the basis of any kind of education.

Entering the educational process, migrants have an opportunity to fill the missing knowledge and to receive a speciality, which will be called in the region. By calculations, during the period till 2008 as a result of realization of investment projects in the sphere of industry, transport and communications and accommodations of new manufactures it is planned to create about 600 new workplaces, including 300 workplaces due to input of new manufactures. It is supposed, that 68% of deficiency of the staff will be provided due to attraction of workers from the outside. This category also includes the persons who have arrived from the near foreign countries. The long-term effect of this program consists of preparation of several hundreds of graduates, which will be called in full in the labour market.

Scheme 1

Model of adaptable programs.



Scheme 2

Adaptable programs of additional education (the general education)

Components of the state educational standards	The purpose	System of additional education
Federal	Achievement of an adequate world level of the common culture	Network rates in subjects of The Federal component at the municipal level
National - regional	Person's integration in new social-cultural environment	Programs of institutions of additional education and institutions of culture

Translated by authors

HEALTH-IMPROVING PHYSICAL TRAINING IN THE SYSTEM OF CONTINUOUS EDUCATION

A. G. Komkov

The concept o

good, since they do not impart physical activity as a lifestyle of choice with school-children. Due to this fact, physical training in such schools does not have much impact on students, while the number of adults who consider physical exercises to be an important factor of health is increasing.

Adults are convinced, on the one hand, that children need physical exercise and that they must develop reasonable levels of fitness and core locomotor skills. On the other hand, the same people are still skeptical about the fact that physical training in school sacrifices greatly for those goals. This skepticism is mainly fed by negative memories, which many adults have from their own past experiences.

Unfortunately, the level of physical fitness is a temporary category and in many respects reflects the previous experience, since the same level of physical fitness is not guaranteed to a child in case of his/her failure to be active when he/she becomes an adult. Naturally, benefits of physical activity and fitness for health are essential only if relevant levels of activity and fitness are maintained. Examination of the process of maintaining the required physical fitness is an important educational component of physical training.

Society considers lifelong physical activity a very important lifestyle. In recent years, sport programs have been developed that are oriented towards increasing the level of physical fitness of youth; regional programs for sport development among youth; as well as programs aiming at involvement of children and teenagers in active physical exercises. Physically active people tend to be healthier and more adapted to enjoying life in a more complete manner, while those who are physically passive are more probable to suffer various diseases. The fact that physical training teachers are the professionals who implement health-improving physical training programs and focus on training locomotive activities that will prove useful through out ones life, also support importance of physical exercises. Moreover, education is vital for nurturing happy, healthy and efficient adults.

Health-proving physical training programs aim at improvement of physical training performance and must be implemented in pre-school institutions, general education schools, secondary specialized and higher educational institutions. This will enable acquisition of more reliable and up-to-date information, teaching physical training teachers and create conceptual, integrated formation of continuous education in physical training, with an orientation toward health in the framework of health-improving physical training programs.

It is important for society mebher

It is well-known that kindergarten, school and higher education institutions are places where children, teenagers and young people attend on a regular basis. This is why these institutions should develop programs for health-improving physical training, teach pre-school children, schoolchildren and students a wide range of healthy habits; provide them with necessary knowledge; and teach skills that allow them to enhance their health. Apparently, the lower the sickness rate among children, the lower the families' medical expense and the fewer sick days per year for the child. Hence, more time may be spent on health-improving physical training. These benefits lead to improvement of efficiency and quality of life. Health-improving physical training is different from what is usually referred to as traditional physical training, due to the following effects:

educational — training aims to ensure understanding why physical activity is important and how it is immediately beneficial and over the entire life. Traditional physical training shows *what* should be done, but does not explain *why;*

Health-improving — describes health-related physical training in addition to formation of locomotive skills, on which traditional programs are based;

Individualized — students are not compared with each other; instead their individual development is emphasized through explanation and demonstration of how they may become better by convincing them that they are capable of physical improvement. At the same time, traditional physical training does not ensure such an educational approach to all students;

Sufficient — students are evaluated based on their personal achievements; they are not compared with each other or with a standard type for a certain age group. Use of test results under the health-improving physical training program ensures better understanding of their fitness level and defining individual goals for physical improvement. Traditional physical training uses test results to put marks;

Pleasant — physical activity is considered as activity, through which a student gets pleasure and develops physical abilities of his/her choice whenever possible. Traditional physical training uses the same exercises and games for all, regardless of students' interests and without offering any possible alternatives;

Realistic — students study many methods of how to be physically active and improve one's health-related physical fitness in such a way, so that it could be most useful in real life. Traditional physical training offers a specified curriculum, often repeating the same locomotive actions year after year, without appropriate consistent skills development nor reaching general understanding of a certain locomotive action.

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YOUNG PEOPLE'S VIEWS ON THE MEANINGS OF LIFELONG EDUCATION IN UKRAINE

0. Koshmanova

Introduction. The importance of civil society cannot be stressed enough in the time of social transition in Ukraine. Democracy has always been the core value that has brought happiness to the lives of the people. Youth has always been in the vanguard of social discourse of the nation, therefore young peoples views on problems of democracy and lifelong learning in Ukraine can be considered as a good indicator of the level of its democratic development. The pockets of social change discussed in educational reforms were not enough to profoundly transform Ukrainian education (Koshmanova, 2007; 2007). In 1991-2007, the transition from conventional education to person-centered citizenship learning required transformation of all the components of educational process (goal, content, strategies, teacher and student interaction, feedback) to achieve the effective outcomes. As present, this process is only starting in Ukraine. Discussing the challenges of post-communist development of Ukrainian society reflected in the students' narratives, the author analyzes beliefs - from the conventional to the radical-about the development of democratic society in Ukraine and students' readiness to lifelong learning. The paper argues that democratic values are narrowly defined, as well as students' readiness to their lifelong learning, and taught in a traditional method (recitation and recall). More democracy in classrooms is needed, as well as inquiry and discussion, to form students' need in lifelong learning. This paper is based on published materials in Ukraine and U.S.A., and on a qualitative study on civil society conducted in Ukraine.

Methodology. My study was conducted at the Ukrainian national university which prepares teachers for the whole region. The students-participants (N=8) were prospective teachers of foreign languages. There were more female (N=5) participants than males (N= 3). The students ranged in age from 19 to 25 years, with an average age of 23. There's some socioeconomic diversity but little ethnic diversity among the participants. Students voluntarily participated in the study after a regular class periods when the data were collected during June 2006. Students present in the class were asked to write about the correlation of democracy and students' lifelong learning, as well teacher's role in developing students' need in lifelong learning in Ukraine.

Data analysis and findings. The narratives were analyzed during two months that included five two-day sessions. The qualitative analysis of the narratives demanded attentive work and reflection. During the first two-day session

students' narratives were reviewed, and initial generalizations were discussed. After initial data analysis, I constructed individual case summaries of students. During the second two-day session, data was reviewed, and coded according to a matrix that was developed to help focus our interest on the analysis according to the parameters defined during the preparatory stage and literature review. Pulled data within these broad categories were then subjected to further analysis using research methods described by Hapon (2002), Koshmanova, Hapon and Carter (2007), and Gergen, & Gergen (1988).

Students' narratives revealed the barriers to democratic organization of lifelong learning in Ukraine connected with teachers' passiveness, individualism, lack of interactive methods in teaching, cooperation with students. Students' (N=3) concerns dealt with limited democratic procedures in the Ukrainian society were evident with affective narratives showing a range from concern to mistrust, especially by females. The narrative analysis also revealed that students (N=4) gave a bigger role to the necessity for teachers to develop national identity of their students (the need for students to learn in depth the Ukrainian history, religion, culture), to deliver profound knowledge, than to inquiry and the formation of teacher dispositions towards students as subjects of their own lifelong learning.

Several students (N=3) envisioned teacher interactive learning strategies as a way to developing lifelong dispositions. 'They recommended a wider use of simulations, cooperative learning, role plays, reflections that might assist their future students in promoting civil society in Ukraine.

PHILOSOPHY OF LIFELONG EDUCATION OF PROSPECTIVE TEACHERS IN POST-CONFLICT SOCIETIES

T. Koshmanova

Social changes that take place in post-socialist nations since 1991, are supposed to transform them into democratic societies, with social structures and political institutions that are grounded in core democratic values. Educational reforming is one of the main factors for such transformation. The development of democratic dispositions of prospective teachers, their inquiry, their need in lifelong learning and sustainable development are considered to be primary goals of modern educational reforms conducted in post-conflict countries of the former socialist bloc (Mazurek & Majorek, 2004, p.280)

Globalization of education that takes place in todays Europe, promotes elaborating common standards of higher education on the principles of students' active learning, respect between them and instructors, their dialog, common trust, openness to the originality and uniqueness of every culture (Koshmanova 8c Ravchyna, 2005, p. 2-3) as defined by the Bologna Process (Koshmanova, 2006). The development of civil societies in Ukraine and other post-conflict countries promotes elaborating and introducing new philosophy of teacher education.

Teaching democracy on the principles of new philosophy is often understood as providing possibilities for the self-education of students, their developing professional enquiry, the need in lifelong learning and sustainable development (Mazurek & Majorek, 2004, p.280).

The article discusses the essence of contemporary philosophy of teacher learning within lifelong educational paradigm. It also offers practical recommendations of reforming teacher learning on the basis of this philosophy. The paper represents a combination of theoretical (document research) and qualitative study (analysis of interviews, generalization of personal experiences of educating teachers on the basis of lifelong learning philosophy).

Philosophy of education. Philosophy of education has been a "hot" topic in post conflict societies for at least a decade. Any philosophy always reflects school and society (Ornstein, 2003 p. 17). The opposite is also true: many scholars believe that reforming philosophy can promote social change (Zhuk & Medvedev, 2005). The issue of defining the essence of educational philosophy, however, became a mixed message in global dimension. Unlike their Eastern European counterparts, my personal experience of educating teachers at the American university makes me believe that contemporary American teacher educators are rather skeptical regarding providing strict definitions to philoso-

phy of education, and insist on elaborating a personal teaching philosophy by every educator.

According to John Dewey (2003), philosophy can be defined as developing mental and moral skills of students in relation to modern social life. Trying to provide a definition and rationale for elaborating educational philosophy as a separate topic of research in Ukraine, Klepko (2005), argues that "Philosophy of education as a special research theme emerged in the 19-JI century .. .in the United States. An inspiring scholarly activity of John Dewey resulted in recognizing the philosophy of education' as a required foundation for organizing a competent teaching practice and therefore as a separate topic for research by global educational community" (p. 70). According to Klepko (2005), the popularity of philosophy of education in Europe is connected with Dewey's persistence in explaining educational practice on the basis of philosophical principles; therefore global educational community perceives the entire educational legacy of Dewey as substantiating the idea of a necessity for educators to have educational philosophy as a potential foundation for the whole educational thought and practice.

During the last century, the United States of America turned out to be the country that dominated and continues to keep leadership in the market of educational ideas. There is a strong belief that the entire process of European integration was promoted by global competition with the United States (Koshmanova, 2007). European enlargement is promoted by the Bologna Process, a mechanism conducted outside the formal decision-making framework of the EU, though close in its make up and inspiration...and both build[ing] on and contribut[ing] to EU policy objectives'. As the most significant and wide-ranging reform of higher education in Europe, this Process was launched officially in 1999 when Ministers from 29 European countries met in Bologna and signed a Declaration on Higher Education. This Declaration was aimed at the formation of the European Higher Education Area (EHEA) by 2010, with a view to improving the attractiveness and competitiveness of European higher education in relation to that found in the United States. To do so, European universities are expected to introduce more market-driven strategies, putting student demand at the centre in order to compete more effectively for global consumers-lifelong learners.

The Bologna Process strengthened the interest of European experts tovyard the *secret* of the American educational success, its *mysterious* philosophy of education. Though the vector of Ukrainian educators is directed toward predominantly European region, however, according to their belief, "The American philosophy of education is a hidden parameter of Ukrainian discussions on the edge of the millennium. Even if this philosophy is not mentioned directly, we know that we are talking about it" (Klepko, 2005, p. 67).

of educational consumers of this institution. Such a "prosaic" practical philosophy influences important issues of educational programs in global dimension, their teaching strategies and assessment. Current standardized movement toward rigid European standards and lifelong education for sustainable development that is promoted by the Bologna Process is an example of a contemporary philosophy of education that makes a powerful impact on educational reforming in post-Soviet world, often even without mentioning its name.

Main ideas of lifelong learning philosophy of teaching teachers. Todays vision of educational philosophy for lifelong learning is greatly enriched by the ideas of pragmatism which in combination with social constructivism creates a clear explanation of the essence of lifelong learning as professional knowledge transfer. According to Paul Farber (January, 2007, personal communication), teacher educators have to employ such an approach that includes a series of big questions which will navigate students' discussion and which they have to grasp and understand. Usually, questions that Farber wants students to answer promote their presenting and arguing for their own positions. It might be a question about, for instance, the issues of accountability. He may ask a question: "What are the most important considerations in the world that should cause thinking about that issue?"

The course he teaches provides various readings that give perspective and that can be related to the question that he asked. And over time, students are developing multi-level cooperation of values and arguments that involve coming from learning on different positions (Paul Farber, personal communication, January 24,2007). So there is a practical orientation that a professor should introduce not just many concepts, but also challenges, tools for thinking in many ways about the subject matter. The question is that they couldn't give an answer during the first day of class, will be profoundly answered at the end of course. Students need a richer context of the ideas to think about this question, and also to develop their answers according to their interests, political orientations, and moral virtues.

Conclusions and practical recommendations. Reflecting on possibilities of implementing overseas theories of educational philosophy in the conditions of post-conflict educational space, I want to share my personal experience of teaching on the basis of American educational philosophy that promote student inquiry and lifelong learning.

My pedagogy for teaching is based on the cultural-historical ideas of Lev Vygotskys developmental theory, activity approach; social constructivist theory and dialogical learning (Burbules, 1993). I believe that learners come to a new situation with powerfully held knowledge, skills, expectations, memories, and misconceptions, and their learning involves making sense of their experiences and fitting them into their mental model of the world. I also believe that

my .students will understand and remember better if their learning is organized in more than one way within a supportive learning environment. I consider education as moral development; students' interpersonal relationships as a stimulus for learning, and dialog as the exchange of cultures, experiences, and visions of history and social life.

My pedagogical philosophy is grounded in my belief that the transformation of a community of students into a community of educators requires a supportive learning environment that will foster students' meaningful professional learning. If I can create this kind of environment in my classroom and treat students as teachers already—rather than as students only seeking grade approval—I can provide them with opportunities to become actively engaged with materials and ideas in the meaningful and critical ways of thinking they will need to practice throughout their professional careers. I use discussion, reflection, and modeling to achieve the environment of the supportive learning community that I desire for my students.

Concluding, there is a certain degree of uncertainly, if we want to define the essence of contemporary philosophy of American education for lifelong learning, if to look at it from the point of view of American researchers. The most important here is to personally define own philosophical approach (of course, without extra intellectualism) which will be consistent the mission of teacher education program and meet students' needs in the quality of educational product-Here one should always remember that philosophy of education is a very flexible, changeable, unstable phenomenon that should constantly be renewed according the social context and students' needs. The specificity of educational philosophy development is also defined by social-economic conditions, local and global trends, and educational systems' uniqueness.

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CONTINUOUS EDUCATION: PROBLEMS AND THEIR SOLUTION IN UZBEKISTAN

A. G. Kozhevnikova, Yu. Kosimov

In 1997 Uzbekistan adopted a Law of the Republic of Uzbekistan on the National program for staff training, including the National model of staff training, system and types of continuous education. The main components of the National model of staff training are the person - the main subject and object of staff training system, - consumer, and provider of educational services. The state and the society are guarantors of training and further demand for trained personnel.

Continuous education is the basis of training of qualified and competitive employees. As an educational system, it includes all types of education, governmental educational standards and functioning environment. In Uzbekistan, the problem of education is handled on the level of governmental policy. A feature peculiar of higher education at this stage is that it is the most progressive in the system of continuous education, and includes post-graduate education, further training and retraining of staff. In practice of continuous education there is a burning issue of correlation between the teaching and educational processes.

Enhanced integration of higher education and production is an important lever for creation of a unified educational space. The unified educational space and new system of links between CIS countries provide for solutions of such problems as elimination of the language barrier, creation of favorable conditions for profound study of subjects, observance of physiological and hygienic requirements to study process etc. In the first place, there comes a problem of development of such education formats that would ensure professional mobility, high qualification of young experts, individualization of the learning process, and optimization of students' knowledge-acquiring activity. All this depends on the entire organization of the learning and educational process based on the self-discipline, self-education etc. Much attention is paid here to training of qualified teachers.

Translated by Central Office of Translations (SPb.)

INTEGRATION OF MORAL DIMENSION IN UNIVERSITY TEACHING PROCESS

R. Kriauciuniene

Introduction. In colleges and universities the general roles of faculty are teaching, research and service to the institution, the profession and the community (Gutek, 2007). The extent to which faculty are expected to fulfill any of these roles depends upon how a particular institution defines its mission. In W. M.Sullivan's opinion (2002) contemporary universities should seriously reflect and discuss about their identity and purposes, set a goal to be more active participants in a public sphere, with important responsibilities to the nation and to the wider world. Universities should explore the ways and means by which learners may be encouraged to become educated and grow, both as individual beings and social and moral agents throughout the whole of their lifespan. Universities are not just only knowledge-producing entities, but important shapers, explorers and conservators as well as critics of values and goals. The environment of higher education, the values and purposes that are seen by students are among the most powerful shaping forces in society.

Although universities set themselves a goal to educate a civic society and its leaders, this usually does not reflect upon their curricula and in the teaching-learning process (Lee, 2004). Many researchers (Bok, 1982; Lee, 2004; Lauter, 2000; Lind, 1985; HoflfSommers, 1992; Dolhenty, 2004; Keohane, 2004; Kovak, Coppola, 1997) acknowledge the necessity to continue students' moral development at universities. It is very important that university students should have expertise knowledge in their professional areas as well as acquire critical thinking skills, be able to make moral judgement as it is of great importance for their future work.

Many researchers are interested in what kind of personality universities educate, whether they develop one's creativity, ability to make judgements, moral autonomy, the willingness to take responsibility etc. Therefore, a hypothesis is being tested: are universities capable of developing students' attitudes and if they do, does it have a long-lasting effect (Lind, 1985). Empirical findings are controversial. Some researchers (Jacob, 1957; Newcomb, 1974) received a negative answer, whereas others (Feldman, Newcomb, 1970) claim to have measured a slight effect, depending on the type of university and the study discipline as well as on students themselves. Those who conducted longitudinal research into teachers' attitudes (Cloetta, 1975; Dann, 1978) conclude that'students' professional attitudes stabilize during the studies, but undergo changes in their working environments. Although the research findings are controver-

sial, ther seem to be some evidence that universities do stimulate a person's moral attitudes and moral competence.

Thus, it seems obvious that further theoretical and empirical research should be done in this area. Therefore, the **aim** of this article is to overview the possibilities of universities to foster student's moral attitudes. The **research method** - theoretical - analysis, assessment, comparison of scientific literature.

Teaching - learning theories of university didactics focus mainly on three interconnected things: the study subject, its understanding and learning mechanisms and the context, where the teaching-learning process takes place. It is pointed out that teaching - learning process is to increase students' deep learning and minimize surface learning. As P.Ramsden (2000) puts it, learning at university means changing one's already acquired concepts or deepening one's knowledge in a particular sphere.

Some researchers claim (Bok, 1982; Kovak, Coppola, 1997; Lee, 2004) that moral issues should be integrated into the whole teaching process at universities and teachers should reflect upon the possibilities of practical connection of content and moral dimension. Higher education institutions ought to prepare future leaders and citizens not only by testing concepts and theories, but also by developing critical thinking skills through making moral judgements. This can be accomplished by examining the classic approaches that integrate values and moral thinking into the classroom. There are several possible conceptual frameworks and the first one is value clarification. The objective is to encourage students to consider their values and to reflect upon them. Here the focus is on the process of valuing, more than the actual content. Similar ideas are expressed by C.F.Lauter (2000) who also claims that universities should teach students not only the content of values, but the valuing process itself, the ability to accept values and to act accordingly. Therefore, it is necessary to analyze, criticize and accept and defend one's values. The second approach is cognitive development approach to moral education which is based on Kohlberg's theory of moral development. According to his view, by confronting moral issues, students can develop higher levels of moral thinking. Kovak, Coppola, vage thil

should be achieved. One of them is students' character development, i.e. students should have the ability to perceive moral dimension in both personal and professional areas, set priorities as moral dilemmas are always solved by the way of compromises. Students' moral courage, which is defined as willingness to make difficult moral judgements, to act accordingly and to publicly acknowledge them, is also considered to be very important. Finally, the development of self discipline, i.e. responsibility to one's colleagues, academic community, society should also be developed. Therefore, the aim of the teachers at universities is to integrate knowledge, to apply reflective teaching strategies, making students aware of internal links between morality and subject disciplines.

The most suitable teaching theory to foster moral attitudes at universities seems to be that of providing suitable conditions for students' learning. According to this theory (Ramsden, 2000) teaching, students and teaching content make up one system. The teaching is understood as interaction with learners, which is directed at changing their understanding. This is the process of providing suitable conditions for students learning.

Other researchers of university didactics C.Brabrand (2005) and J.Biggs (1999)also support the importance of providing favorable conditions for students' learning. According to Biggs, who has promoted one of the most influential; concepts of higher education - constructive alignment, students themselves construct their knowledge, take responsibility for their learning The teacher's role is to create the learning context/environment which is supportive of students engaging in the appropriate and necessary mental activity.

The main teaching methods at universities are: instruction, lecture, lecture-discussion, discussion, seminar, practical and social work (Gutek, 2007). Some researchers Handelsman et al. (2004) maintain the view that teaching at universities should be based on active teaching strategies (problem- based learning, group work), which develop students' critical thinking skills and are proved to retain the acquired knowledge better. The best known way to foster moral competences, as G.Lind (2005) claims, is to provide proper learning opportunities in which one feels safe to freely express his/her moral ideals and arguments and in which one also respects others and their right opinion. Such a learning opportunity is provided by the teaching method of the moral dilemma discussion, first suggested by Blatt and Kohlberg (Blatt, Kohlberg, 1975) and later improved by Lind (2005).

Conclusions. The above analysis enables us to conclude: Universities are responsible and are capable of developing students' moral development. It is important that students, future specialists would be able to make moral judgements in their professional areas and would become responsible members of

our society. In order to foster students moral attitudes the moral dimension should be integrated into the whole teaching process through subject content As well as strategies and methods of teaching.

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POLISH HIGHER EDUCATION IN EUROPEAN "LIFELONG LEARNING PROGRAMME"

E. Kula

Adjusting education systems to the needs of contemporary societies is one of the most important directions of changes in the educational sphere in the vast majority of countries. During the past ten years Polish school has undergone significant transformations. New types of higher education establishments have been introduced, transition from elitist universities to common (mass) higher education has been completed. In the school year 2004-2005, 1337 thousand students attended higher education institutions[1].

These days, as the demands of the job market tend to increase gradually, obtaining higher education qualifications does not guarantee that one should find a satisfactory job, which is caused not only by the discrepancy between area of study with the job market needs, but also by the competition among people with higher education and devaluation of once obtained knowledge, skills and abilities. This is exactly why the fundamental requirement of the Bologna Declaration, relating to higher education and Copenhagen Declaration[2], is adjusting curriculum to meet the economy's needs. Within this context, lifelong education takes on a special meaning. In the light of Federico Mayors report- *Un monde noveau,* university should open itself to the world of work and the society's needs[3].

Polish lifelong education's tasks are exactly the same as ones defined in the European strategies and provisions of treaties and are implemented in accordance with both legal deeds and international agreements. Lifelong education as one of the forms of increasing access to higher education shall become an integral part of universities' activity. In the face of the decrease of school population, universities will soon face an alternative: wThether to expand educational offer for adults or reduce activity coverage (and so employment as well). The number of young people in Poland aged between 19 and 24 is gradually decreasing: from 3,944,000 in 2003 and 3,961,600 in 2004 to, predictably, 3,367,300 in 2010 and 2,809,600. It is anticipated that by 2030 the number of young people may even decrease to 2,007,800[4].

' http://www.cepes.ro/information_services/statistics.htm

[2] *Copenhagen Declarationn* 2002, is the effect of the cooperation between 31 European countries in the field of vocational education and training (VET) that laid the foundation for the European Area of Lifelong Education.

[3] E Mayor, *un monde nouveau,* UNESCO 1999, translation into Polish: *Przyszlosc swiata,* (edited by W.Rabczuk), Warsaw 2001, page 389.

[4] OECD thematic review of tertiary education country background report for Poland, Warsaw 2006, page 16. /http://www.oecd.org/dataoecd/49/55/37231744.pdf

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use knowledge, to have the use of appropriate databases and to collect acquired knowledge, realizing that *in* future it may *serve* others or provide basis for fur ther research.

Currently, Erasmus enters a new phase as a part of new complex UE programme. Poland has participated in Erasmus since 1998. In school year 2004/2005 the number of students involved in a project amount to 8,390, and in 2005/2006 - 9,974[6]. The majority of students left to Germany, France and Spain. In academic year 2006/2007 240 (out of 440) Polish higher education institutions, 104 public and 136 non-public ones, participate in programme. Decision establishing Erasmus programme states that students exchange within the Erasmus framework should enable at least ten percent of European students to realize part of the study programme in partner foreign university. Nevertheless in the whole Europe, and particularly in Poland, it is really difficult to achieve such a goal. The smallest representation have two fields of study: medicine and pedagogy, in Poland- social communication and agricultural studies. In regard to academic teachers exchange, Poland places fourth, after Germany, Spain and France. Poles predominatingly left for Germany. The consecutive places took France, Spain, Ital and Portugal. A 'new' Member state that was visited by Polish teachers most often was Czech Republic. Also, some courses were delivered by Polish lecturers in Slovenian, Slovak, Latvians, Norwegian, Lithuanian, Hungarian, Turkish, Bulgarian and Romanian universities.

The students and teachers mobility is presently one of the most important objectives of the Bologna strategy. The process of establishing European Higher Education Area is one of the elements of broadly understood European Education Area creation and as such bears relation to the process of establishing the European Area of Lifelong Learning and European Area of Vocational Education, known as *Copenhagen Process* or *Bruges-Copenhagen Process*, both of which are key elements that are to lead to created by politicians vision - Europe of Knowledge. Increasing the role of Polish schools in the practical process of lifelong learning conceptions realization and improving their activities according to the "Lifelong Learning Programme" objectives will serve building the Europe of Knowledge.

Translated by author

[6] *Erasmus w Polsce w roku akademickim 2004/2005. Wyjazdy studentiiw i nauczycieli akademickich*, Warszawa 2006.

BECOMING AND DEVELOPMENT OF SCIENTIFIC AND TECHNICAL PARKS IN RUSSIA

N. A. Kutorgo,
E. I.Ogorodnikova

First scientifically - technological parks were created in the end of 80th - the beginning of 90th of 20th century, basically, on the basis of leading universities in cities of Russia (Tomsk, St-Petersburg, Ufa, etc.). At first, they have been oriented by analogy with foreign on service support of small firms; secondly, they haven't had developed infrastructure, the real estate, prepared commands of managers and were often considered as one of subvision of university. In the majority, they didn't represent really operating structure, initiating, creating and supporting small innovative enterprises. As a matter of fact, it was only the application for creation of technopark.

In 1990 starts to be realized the Program of creation and development of technoparks. At the same time Association "Technopark" is created and begins to work, at the first stage mainsteam of activity were studying and adaptation to the Russian conditions of foreign experience creation technoparks, development the concept of creation technoparks in Russia , propagation and explanation essence of technopark as the most effective form of maintenance of development of small innovative business, a professional training manpower with attraction of leading foreign experts for technoparks and small innovation firms. Owing to efforts of Association "Technopark" in 90th years of the last century, active growth of number of the organizational and registered technoparks is observed: 1990 - 2, 1991-8, 1992 - 24, 1993 - 43.

According to regulations about the scientific park, which approved Ministry of science in Russia (26.03.93), the technopark is understood as the organization which is carrying out formation of the territorial innovative environment with the purpose of development of business in scientific and technical sphere by creation of material base for becoming, development, support and preparation for independent activity of the small innovative enterprises and firms, industrial development of scientific knowledge and high technologies.

In the middle of 90th natural process of stratification of technoparks occurs in Russia. There are technoparks on the basis of large centres of science in the academic small towns, наукоградах, in earlier closed settlements (Moscow's technoparks are "Technopark - Center", "Aerocon") and etc. The first regional technoparks are appeared.

In Russian Federation the first technopark - " Tomsk technological park" was created in 1990 as association with 100% state ownership. In 1995 it has

been reorganized in the open join-stock company, called "The Tomsk International business center - Technopark". Its founders were some organization, including regional and city Administrations, Universities the industrial and commercial enterprises, bank and also 145 scientists, teachers, production workers and businessmen from Tomsk. With participation of Tomsk "Technopark" it has been open more then 200 small firms of a various pattern of ownership, including 48 small companies worked in its structure. In financial sphere "Technopark" partricipated in establishment of some commercial banks («Томь», «Энергобанк») and the insurance company («Комеcтра-Томь»), Tomsk's centre of science coordination at Tomsk University, "The Siberian regional innovative fund" and other innovative structures were created with participation of technopark. In scientifically - educational sphere "Technopark" has founded joint-stock company "Северский scientifically - technological park", association of small firms of the Tomsk Academgorodok "Technocentre -A".

However such centralized approach to organization of activity of the high technology business hasn't brought essential results. It has been caused by two reasons: the first is that Russia haven't been created conditions for the high technology enterprise similar foreign. The state hasn't given to technoparks any privileges of floor spaces, crediting of project, etc. In these conditions creation of high technology production was completely financed due to own means of the enterprises of this system.

Secondly, this approach didn't consider regional specific. In 1997 there'was a withdrawal from the classical western centralize model of the organization of technopark. The decentralized distributed model has been accepted, at which function between the organizations by participants are distributed as follows:

Regional "technopark" provides in interests of small high technology enterprises the decision of the general problems (marketing, advertising, telecommunications, etc.) and coordinates activity branch specialized innovativelv - technological centers and business - incubators.

Branch business - incubators and innovative - technological centers provide the decision of problems in the organizations of manufacture competitive production.

Finally, the basic directions of activity of technopark were generated. They were: innovative, marketing, advertising, educational - consulting.

In 2005 the problem of formation an innovative infrastructure has arisen again: development the project of the federal law "About special economic zones in the Russian Federation" which provides creation of six (or more) industrially - production economic zones, one of which main moments will be technoparks.

Nowadays Russia is the 5th by quantity of technoparks (more than 60 technoparks nominally operate in 35 regions). Undoubtedly, for development of technoparks, the material and financial base, essential attention of the state and local authorities are necessary. It is necessary to emphasize, that on behalf of technoparks we have new forms and structures of integration of higher education, science, industry, business, sources of financing, regional and local controls that allows to realize effectively the technologies inherent in industrially developed country of 21 century.

Translated by authors

PSYCHOLOGICAL AND PEDAGOGICAL CHALLENGES OF QUALITY MANAGEMENT IN EDUCATION

B. F. Kvasha

All around the world, education has been in crisis in recent decades, largely due to deteriorating training quality. Universities are looking for ways to upgrade training quality to a level that would enable the graduates of vocational institutions to be competitive in the international labor market. Whatever solution they choose, quality management will be its integral part.

The ISO 9000:1994 standard defines quality is the sum total of features making an object capable of satisfying known and assumed needs. In education, "quality" refers to being able to satisfy learning needs.

The modern concept of quality management had its origin in the works of Walter Shewhart, who was the first to introduce the concept of "a cycle of continuous technological change, powered by the statistical monitoring of quality." His famous PDCA (Plan-Do-Check-Act) cycle, also known as "Shewharts cycle," was first applied in the 1930s. Regrettably, very few universities in the former Soviet Union use quality management system certification to improve their vocational training. Such systems are typically introduced in line with the ISO 9000-2001 group of international standards, and must, first and foremost, respond to the following fundamental precepts: they must be consumer-driven, with firm leadership, a process-based approach, a systemic take on management, constant improvement, informed, fact-based decision-making, and mutually rewarding relationships with suppliers. The general principles of quality management for higher education suggest the following recommendations for institutions: (a) define the priorities with regard to the qualifications and skills of graduates; (b) use only those methods that will motivate students for active learning; (c) use those real-life case studies in the training process that will help students; (d) use outsourced examples and make them part of everyday practice outside the institution to promote integration of knowledge and hands-on skills; (e) involve business practitioners in developing course and subject curricula; (f) use interactive forms of study and invite feedback from alumni and their employers.

Quality professionals name *three components of quality in education,* namely: (1) quality of education (knowledge, problem-solving skills, etc.); (2) quality of training and educational techniques (management of cognitive activity, motivation for learning, evaluation of learning progress); and (3) quality of the persons "education level" (retention of knowledge, skills, and competencies;

retention of ethical values).

In the design of a quality management system for a higher educational institution, it is advisable to follow a set of guidelines: the system must be eligible for certification; it must be concise, clear and easy to use; it must benefit the university in a measurable way; and it must be an integral part of the institution's operational IT model. The design of a quality management system should start with defining the processes the system will need to be implemented and to work, such processes to include university management procedures, the life cycle of its products, resource management, and output measurement.

The contribution of the university management may be divided into several stages: (1) quality management policymaking; (2) strategy planning and goal setting for quality management; (3) planning for introducing and advancing the quality management system; (4) assignment of responsibility and powers; (5) support for information sharing processes; (6) management analysis; (7) documentation management and assuring access to regulatory documentation; (8) resource management.

The resource management process includes: human resources management, infrastructure management (auditoria, security, equipment and supplies, financial planning, information and technical resources, etc.); and production process management.

Measurement, analysis and improvement involve monitoring and measurement (level of consumer satisfaction, internal process auditing, etc.), substandard product management, data analysis for improvement, and improvements to corrective and preventive action.

The processes within a quality management system may be subsumed under the following levels: (1) advice regarding the quality of the institution, its departments and faculties (which must conform to ISO 9001-2000 requirements); (2) institutional standards, setting out process requirements and naming the persons responsible for compliance (compliance to be controlled by deputy rectors, heads of departments, deans of faculties, heads of other units); (3) work briefs for professors and support staff; the institution's Charter, bylaws of its units, job descriptions, institutional standards, syllabuses, and so on.

It has to be said that in a traditional system of management with its multiplicity of purpose-specific impacts, the sequence of actions may occasionally be distorted: goals will be set without proper analysis, and without due understanding of the realities and potential of the object managed. When goals are set this way, they will hardly be achieved, or at least fully achieved.

As a priority, quality management requires the measurement and gathering of accurate and reliable information appertaining to the task at hand. Informa-

tion gathering and subsequent analysis implies certain knowledge and ability to use specialist analysis techniques. Specifically, one needs to understand, be aware of, and know how to use the appropriate statistical methods, and possess the know-how of standardized control and evaluation procedures.

Some of the factors essential to quality in education are: the quality of learning aids and methodology manuals, the nuances of learning techniques and tools, the level of student motivation, the institutions policy on independent work and progress evaluation, the quality of professors, instructors, advisors, and so on.

We believe that the permanent factors of education quality should include those factors that are material to the stability of the learning process, namely: (a) the teacher as the nucleus of the learning process, imparting not only knowledge, but also experience, skills and outlook on life; (b) the student, who is also a source of knowledge, but not all teachers know how to tap that source; (c) the living environment; (d) motivation to learn; (e) watching how the learning process drives external change; (f) modular structure of training as a driver of innovation (each module being a single, sufficiently stable business process; the configuration and modification of modules drives diversity in educational services, enabling the institution to quickly adapt to labor market changes), (g) the ability of the course or learning cycle to compete domestically and internationally, etc.

The challenges of quality management at an educational institution cannot be handled successfully, unless they are tackled in a systemic, action-based manner.

International case studies suggest that more attention should be paid to the reform of vocational training institutions, involving the establishment of dedicated councils, innovative divisions, and institutions of accountability for the results of implementing quality management systems. All this would guarantee steady advancement of Russia's higher education system.

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CIVIC UPBRINGING OF THE YOUTH IN THE COMPLEX «SECONDARY SCHOOL - HIGHER SCHOOL»

I. M. Lapshina, O. V. Shestopalyuk

At the present climate of the development of post-soviet independent states, the formation of their civic society the problem of a social individual's development is being under focus of scientists. The individual is considered as a person of culture, and humanism. The necessity to co-exist in a civic society demands from workers of educational establishments to create a scientifically proved model of the formation of the member in the democratic society, who is able to solve social and professional tasks. The psychological aspect of the problem of civic consciousness as an essential part of an individual has been studied by G. Vasyanovych, A. Kolody, V. Kudin, O. Suchomlynska, M. Chepel and others. The peculiarities of civic competence in secondary school and in professional education are touched upon in the works by R.Gurevych, N. Smetansky, V. Sorochinska, E. Stolyarenko, I. Kholkovska, V. Shachov and other scientists of Ukraine.

Nevertheless, as our analysis showed, there is a range of discrepancies in conceptual understanding of the problem of civic upbringing of the youth, namely: a) between the interests of the democratic society and social expectations of the youth; b) between the level of civil culture of the younger generation, the degree of their civil consciousness and the society demands that are put forward towards the moral and professional image of the society member; c) between potential educational opportunities of the content of social humanities and the degree of teachers' readiness to fully realize these opportunities in educational process; d) between the content and traditional methods of schoolchildren's and students' upbringing and their readiness to put the adequate knowledge and'skills into practice.

Having studied modern scientific approaches to the research of the problem of civic upbringing of different age and social groups we may suggest that the process of forming the civic competence among pupils and students of higher educational establishments will be effective if, firstly, the projecting of the contents of the educational process is made on the basis of competent approaches; secondly, the aim and tasks of civic upbringing is realized in accordance with changing social expectations of students, and while selecting the technologies of pedagogical influence we must consider the succession of the educational process between secondary school and higher educational establishments. In our opinion, he organization of the process of civic upbringing includes form-

ing socially estimated features of the individual, special and basic competence, perfection of civic and legal activities, forming civic position, upbringing civic culture.

In the pedagogic aspect civic consciousness means the presence of socially significant competences, which make the basis of: the readiness of a citizen to defend rights and freedoms, both his own and other citizens'; the willingness of doing one's personal duty as well as social commitments, aimed at the development of the state, society and its residents. Civic consciousness gets realized in voluntary and deliberate law-abidance of the state, respect for social institutions and the ability to contradict antisocial and anti-state influences. The formation of civic consciousness indicates the development of the ability of younger generations to independently estimate the level of the society progress, its civil culture, the degree of the development of democratic values using the acquired knowledge. Civic competence appears as a result of the personality's socialization, the latter in its turn comes into being via education (in secondary schools and higher educational establishments) and organization of functions of the civil society.

The effectiveness of forming civic consciousness among schoolchildren and higher institute students depends on the quality of educational work in these types of institutions, which is defined by the degree of the educational process participants' mastering of new educational technologies, the level of general and professional culture, the teachers' receptiveness to innovative processes, and the plight of inner and outer socio-pedagogical environment.

A full realization of the potential of the Humanities (History, Law, Economy, Geography, Language and Literature Courses) enables teachers to achieve a conscious attitude to the necessity of a high level of civic and humane awareness in the graduates personality. Pupils and students get to know the characteristics of a civil state, the rights and freedoms of a citizen, form the notion of the functions of the civic society and the means of realizing private and social interests (in the volume and forms according to their age possibilities). Studying the Humanities helps to form the notion that civil society is at the same time a condition and a means for cooperation and collaboration, for finding a balance between individual and group positions on the one hand, and the position of the rest of the society and state - on the other. It should be mentioned that in a certain situation the advantages of the civil state can turn out to be disadvantages, endangering its existence.

The emotional-evaluating aspect of educational effect is connected with acquiring positive experience to the world social institutions, law institutions, and tolerant attitude to the set of national values.

Hie citizen upbringing also means the behavior aspect - the readiness of the youth to law obedience, to defense of their own interests and rights. The effective methods of civic upbringing formation in educational establishments are: (a) the usage of active and interactive methods (case study, dialogues, the organization of contents, competitions, problem groups etc.); (b) meetings with representatives of law institutions; (c) the introduction of scientific socially relevant projects; (d) the involving of younger generation into social work.

The results of the forming experiment, which was held in secondary schools # 1, 3, 6, schools-gymnasiums 23, 30, school-lyceum # 7, and Vinnytsia State Pedagogical University, confirm that the proposed set of organizational and pedagogic actions has a significant rearing potential and is able to improve the efficiency of civic competency formation process of the younger generation in Ukraine.

To sum up, civic education means the integration of several subsystems: political, economic, social, and spiritual upbringing. The youth should be taught adequate activities, attitudes, culture and values within every subsystem. As a result of educational work higher and high school students should get the values of civic culture as dominant ones.

Translated by authors

ON CONCEPTUAL PRINCIPLES OF DEVELOPMENT OF INCLUSIVE EDUCATION FOR HANDICAPPED PEOPLE

E. A. *Kulikova, S. S.* Lebedeva

Close attention to inclusive education is caused by development of philosophical, sociological, cultural, socio-pedagogical activities and accumulated practical work experience in providing equal opportunities for inclusion of all social groups, and a social group of disabled people as well, in the system of social institutions and society in general.

Retrospective analysis of historic and cultural experience of interaction with "a hard-to-explain phenomenon" reveals that various historic periods were characterized with different attitudes to handicapped people. This is confirmed by a dramatic, hard way from prosecution and neglect to social charity, organization of education in special conditions, and then educational inclusion based on equality and social partnership principles. The contemporary attitude is characterized with development of world integration processes through rethinking of such categories as integration, segregation, inclusion. Adoption of UNESCO declaration on measures and social policy for promotion of "inclusive education" (Spain, 1994) allows to strengthen socio-pedagogical positions connected with organization of inclusive education for handicapped people.

The goal of elaboration of the concept of inclusive education development for handicapped people, starting from their childhood, is to justify theoretical-methodical and organizational-teaching principles of providing inclusive education to handicapped children.

Substantiation of theoretical and methodical principles requires clarification of several principal points: (a) regarding inclusive education as a socio-cultural phenomenon and important potential for personality development; (b) analysis of inclusive education as a socio-cultural phenomenon implies, in particular, opportunities for reduction of contemporary civilization risks for handicapped people. Such point of view opens way to opportunities for designing and making up socio-pedagogical and organizational-managerial decisions promoting development of humanization, humanitarization and tolerance of attitudes in specific establishments implementing their ideas of inclusion, and in the society in general. Inclusion of both children with their parents and members-of a wider community in the process implies harmonization of relations in the immediate surroundings, and an opportunity to smoothly place the process and results of inclusive education in the contemporary social situation, which will certainly promote development of its socializing potential.

The research target is educational inclusion for handicapped children.

'The subject of research is substantiation of socio-pedagogical and organizational-managerial conditions aimed at providing handicapped children with educational inclusion.

Hypothesis. It is considered that development of inclusive education for handicapped people is possible provided the following conditions are met: (a) interdisciplinary study of the potential of inclusive education as socio-cultural and socio-pedagogical phenomena; (b) consideration of peculiarities of these phenomena for provision of socio-pedagogical conditions for education of handicapped children; (c) consideration of a wide range of handicapped children's peculiarities for elaboration of organizational and management decisions in children's establishments; (d) training of experts participating in educational and socializing processes for implementation of inclusive education ideas in children's establishments.

Tasks of the research are to study opportunities for arrangement of educational inclusion for handicapped people in the contemporary socio-cultural situation; to justify the main methodical approaches to the study of the inclusive education phenomenon (socio-cultural and socio-pedagogical); to identify basic factors promoting development of inclusive education for handicapped children; to justify goals and content of instruction of experts for children's establishments providing educational inclusion etc.

The experimental base of research includes pre-school establishments, schools and rehabilitation centers for handicapped children. In their theory and methodology, the authors rely on the following scientific assumptions: (a) disabled people have equal rights with other social groups of populations, including in the field of education; (b) one of the forms of education for handicapped people is inclusive education; (c) reliance on humanistic priorities should imply provision of socio-economic, social, ecological, medico-psychological, pedagogical and other conditions for arrangement of social and educational activity for disabled people; (c) establishment of an education system for people of this category imply that the attention should by focused on centers where "a special child" can develop, starting from his/her first days of living. Issues of scientific management of such centers are deemed extremely important; (d) an approach to inclusive education as a socio-cultural phenomenon seems particularly important, since the proper fixation of the fact of inclusion (inclusion of disabled people in a system of relationships determined by the educational situation) discovers the underlying sense of humanization of interaction between various social groups in the poly-culture space of the contemporary society; (e) in the course of re-assessing the value of human being, within the context of socio-

cultural changes, it becomes clear that there is a need in theoretical and applied dialogization of inclusive processes that will *promote creation of* **harmonious** conditions for handicapped people, and provide them with wide opportunities for efficient social activity etc.

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MAJOR ECONOMIC, SOCIAL AND INTELLECTUAL RESOURCE OF THE STATE AND THE SOCIETY: LIFELONG PROFESSIONAL AND AMATEUR SELF-TRAINING

N. A. Lobanov

The report is probably the first to treat lifelong professional and amateur self-training as an inexhaustible social, economic and intellectual resource of the state and the society and justify the objective need for systemic formation and development of this form of training.

The guidelines of the report rest upon the hypothesis put forward by the author: it is as early as in the first half of the XXI century that the countries with a high level of innovative scientific and technological development and high living standards will build lifelong professional self-training into the state-and-corporate system of additional vocational training; the institute of external studies will spread widely. The author proceeds from an axiomatic statement: natural material resources such as mineral coal, iron ore, wood, oil, natural gas, etc., providing the mankind's existence, are gradually being exhausted, and only the people's Divine Resource, viz. their ability to expand and deepen their knowledge seems boundless. The major *mover* of this resource is lifelong professional and amateur self-training.

Preliminary remarks. The title of the report can cause certain bewilderment: is it the right time to discuss the issues of formation of lifelong professional self-training at the time when the state-and-corporate system of lifelong vocational training exists as theoretical representation rather than a real practice, at least, in Russia? We believe that public discussion of these issues has been awfully late, thus constraining development of an active educational policy in the field of professional self-training. Let us explain our belief.

First, the institutional state-and-corporate system of lifelong vocational training and the institutional system of lifelong professional self-training have been existing quite independently from each other so far; hence, there is no consecutive dependence what should be studied earlier and what later.

Second, the sources of formation and development of these two systems are different: formation of a state-and-corporate institutional system of lifelong vocational training is a state and private-corporate interest and privilege, hence, connected with social and economic interests and opportunities of the private-corporate sector; whereas development of an institutional system of lifelong professional self-training has until recently been caused by a need and a necessity for at least a part of the working population to get additional professional knowledge and skills to preserve their social and/or professional status

social process and phenomenon, which always had a dual nature of manifestation and development, viz. a general educational one and a professional one. However, it was only as late as in the middle of the 20th century that professional self-training started becoming really popular; it started to be considered if not as a social and economic resource of the society, then at least as the social phenomenon. We can find confirmation to this opinion in the Pedagogical Encyclopaedic Dictionary (2003), where the term *self-training* is understood as *purposeful cognitive activity controlled by the person himself; acquirement of integrated knowledge in some areas of science, engineering, culture, political life, etc.* [3, c. 252]. The authors of this dictionary refer professional / special self-training to basic kinds of self-training, stating that opportunities for self-training were largely increased by appearance of the Internet [3, c. 252]. It has probably been one of the first indications to the service role of self-training in mass professional self-training made in the domestic literature. A similar definition of *self-training* has been given in the Pedagogical Encyclopaedia (2005) [4, c. 511].

It was in the epoch of escalation of institutional forms of vocational training and increase in the role of additional training all over the world that the need for professional self-training became a social and economic imperative for an appreciable part of the working people, a condition of their preservation of the social status and the professional image, as well as a condition of their competitiveness in the labour market. In the same way as a publicly performing pianist needs everyday practice to maintain his level of mastery, so a todays modern worker needs constant maintaining of his level of professional knowledge and skills to be competitive both at the domestic level, i.e. within the company / organization, and in the external labour market. In vocational training, this compensatory function is largely performed by professional self-training. It is common knowledge that a lot of outstanding scientists and cultural workers achieved the highest results only by self-training or largely owing to self-training. At the same time, it is absolutely clear that professional self-training was not reduced only to acquirement of knowledge, but implied acquirement of some skills and experience. The researchers did not treat the two latter elements in the structure of self-training as an independent subject of analysis, which considerably impoverished scientific representation of importance and function of professional self-training in the intellectual and social process of formation of a person. In the process of professional self-training, the person acquires not only professional knowledge, i.e. integrated data on this or that subject or phenomenon; but also some skills and experience of application of this knowledge, which is generally developed into steady skills in certain kinds and forms of labour activity.

Paying a tribute to the primary, secondary and higher vocational training provided by educational establishments, *1 cannot* but draw *your attention to* the fact that even the XXI century has enough activities / jobs that people can perfectly master themselves. For example, they include driving and car repairs (we do not touch on the issue of passing a driving test), cultivation of vegetables and building of summer residence and adjoining structures, learning of foreign languages and acquirement of computer skills, etc. Well-known have become international actions of hackers, who are mostly self-educated people in some cases demonstrating professionalism surpassing that of analytical programmers having special vocational training. In other words, even in the XXI century, people can independently master many professions, be competitive in the labour market and preserve this status for the whole of their lives if they constantly raise their professional level by themselves.

On amateur self-training. There might not be people in the world who have not mastered this or that activity induced only by their own wish and interest, for example: trucking, foreign language, musical instrument, woodcarving, knitting, mushroom pickling and a lot of other useful and interesting occupations. Amateurishness and professionalism always go hand in hand, which makes human life more diverse and interesting. The Dictionary of the Russian Language stipulates amateurishness as *an Occupation with something without proper knowledge / awareness; dilettantism* [7, c. 282]. The history of mankind knows a lot of examples when amateurishness reached the tops of professionalism - Paul Gauguin, suffice it to say. In our opinion, there is no exaggeration in saying that all the greatest discoveries and masterpieces of the world classics were made and created in the post-university period of vital activity of genii (if they studied at university); and it was by professional and amateur self-training (if this word is applicable to the work of a genius) that they obtained knowledge necessary for creativity. However, it is not only due to geniuses that human capital grows up. Every day billions of people worldwide independently seek to expand and/or deepen their knowledge, skills, experience; thus increasing their own and planetary intellectual capital. It is probably high time, at least, for the governments of industrially developed countries to introduce economic and moral incentives for people to need and wish to get self-training as this form of vital activity has huge economic, social and intellectual reserves. Votes in favour of state support of such an action have already been heard [8, c. 5-12; 9, c. 12-20].

Self-training and self-education in the context of secular and religious cultures. One cannot but note one more important social function immanent to professional and amateur self-training, viz. self-education. It is quite obvious

that many results and, first of all, the outstanding results achieved by particular people by self-training were largely a consequence of self-education rather than only increments of professional knowledge. Both self-education and education have a dual nature, viz. a secular and a religious one, the latter being often implicit. However, domestic pedagogics is keeping silent on influence of religious culture on self-training and self-education even in the post-Soviet period. Having created a few tens of new educational methods based on universal or democratic values, which are apparently the greatest achievement of human culture; the todays pedagogics has absolutely ignored the thousand-year religious culture, forming a base of the modern secular culture of the whole mankind. If the issues of training and education are from time to time discussed in the context of influence of secular and religious cultures [5;6 и др.], then the issues of self-training and self-education have never been discussed in this context, the latter does not mean that the institutes of self-training and self-education did not experience in the past, viz. in the Soviet period, and are not presently experiencing an all-pervading influence of religious culture and, first of all, Orthodoxy, which can be explained by the following:

first, secular education has never broken off its connection with the spiritual foundations of Christian culture, even in the period of monopolism of communistic ideology. It is enough to recollect that classical samples of Russian and foreign literature, painting, architecture etc. have been transfused with Christian outlook, entering the hearts of those who touched the great creations of the Russian world culture even for a short time if not through consciousness, then through subconsciousness. Though several generations of the Russians were violently isolated from religious culture and preceptorship, millions of people of this distressful country remained in the bosom of the Russian Orthodox Church, as well as other creeds; thus, the information field of religious consciousness was preserved;

second, moral values of the modern civil society represented as the national and universal values, included in school and other educational programs as the greatest achievements of the open society as well as the goal-setting ideals of the communist morals have been borrowed from Christian ethics; and it was as long as for two millennia that nobody managed to supplement these moral standards / precepts with any new revelations. If we need better understanding of the essence of self-training and the role of self-education in this social process, actuation of self-training, its engagement into solution of social and economic problems of the society; it is necessary to remove a lot of barriers still separating secular and religious training and education. It is on this way that new opportunities of self-training and self-education appear, stipulating our

relation to work and professional activity in many respects.

Independent mastering of this or that trade, kind of labour activity outside self-education and spiritual development leads to formation of a morally defective and in some cases even antisocial personality. Dualism of self-training is obvious enough. In this connection, it becomes clear that formation of a harmoniously developed personality is possible if self-mastering of this or that trade and maintenance of a necessary and sufficient level of professional competence are integrated with self-education, spiritual and intellectual self-improvement. We realize a certain conventionality of the term *self-education* as people are not formed in separately taken apartments and do not exist in themselves, and socialization is influenced by many state and public institutes; nevertheless, the moral principles the people put forward and follow all their life through change their morality and spirituality as a result of their will and self-education.

Professional self-training as an objective necessity. Self-training has two main forms: aspiration for independent self-knowledge and cognition of the surrounding world, on the one hand, and aspiration for self-affirmation in the social world, on the other hand. Comprehension of self-training in this sense is integrally connected with such a personal feature as *independence.* The *Dictionary of the Russian Language* gives a developed comprehension of this word, disclosing it as a personal feature on the basis of the adjective *independent,* namely: «1. Free from subordination or dependence on anyone / anything; self-relying. ... 2. Capable of independent actions, judgements; able to act by his / herself, unassisted or uncontrolled ...3. Made by himself / herself or unbidden, unassisted or uncontrolled [2, c. 29]. Professional self-training allows not only deeper disclosure of the personal potential in the selected professional area, but also better understanding of the surrounding world. The extent of penetration into the personal professional potential and the secrets of the social and natural world surrounding us depends not only on the personal native abilities, but also on the intensity and continuity of the independent efforts to master knowledge and skills.

The conventional educational system treats self-training as a non-institutional form of increment / augmentation of knowledge or making up for some deficiency in the system of knowledge. As the volume of the knowledge devolved and the duration of conventional training are determined by this or that stage of the educational system, which makes the objectives of such training finite; a role assigned to self-training was local and rather auxiliary. Such role met the conditions and tasks of conventional training. However, this service role of self-training undergoes substantial changes when passing from conven-

tional to life-long educational system, which is connected with the objective gain of scientific knowledge in all branches of professional activity and a subjective need of specialists not to find themselves at the periphery of professional knowledge. And one method to overcome the gradually accumulating deficiency of professional knowledge is professional self-training. *Since the second half of the XX century, professional self-training passes over from the area of subjective individual need to expand and/or deepen professional knowledge and skills to the objective necessity to master new knowledge as a condition of social survival.* For modern Russia, this form of training, viz. professional self-training, becomes especially pressing, objectively necessary for professional growth of the specialist wishing to be competitive in the labour market and meet the growing requirements made by the employer to wage-and-salary earners. In a well-developed system of lifelong professional education, professional self-training is now ranging among recognized forms of advanced training and will probably be financially stimulated by employers when proper time comes.

Not only does professional self-training develop and deepen the knowledge received in a professional educational institution, but also allow successful overcoming of a certain scantiness of the knowledge received during the studies. I am absolutely sure that neither the systems of lifelong professional education already existing in the world practice, nor those to be created in the future can enrich the world with new Newtons, Lomonosovs, Einsteins, Vernadskys, new Nobel winners if these educational systems are not supplemented with a lifelong professional self-training system.

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SOCIAL PARTNERSHIP IN SYSTEM OF VOCATIONAL TRAINING

T. J. Lomakina, I. A. Ivanov

In new social and economic conditions a problem of formation of new system of relations between educational establishments of vocational training and employers, associations of employers and workers, bodies on work and employment of the population - that is with all those who is not just a consumer of "production" of educational establishment, but also a source of its financial well-being becomes more and more actual.

The system of social partnership can help educational establishments to take into account requirements of employers, faster react to changes of labour market condition.

«Social partnership in vocational training may be considered as a set of mutual relations of organizational, educational and economic character between establishments of vocational training and subjects of a labour market, its institutes, authorities providing a purposeful policy in formation and development of manpower on the basis of generality of social and economic interests ».

Among subjects of social partnership may be numbered establishments of vocational training, employers, trade unions and other associations of workers, services of employment of the population, bodies of legislative and executive authority of different levels.

The social partnership can be carried out at various levels. At a federal level the partnership is organized within the framework of the Ministries of Education, Economy, Labour and Finance which develop general frameworks for development of the system of vocational education and training in the field of the contents of financing and normative and legal base. At the same level, as a rule, under the initiative of social partners the various advisory councils and committees which provide connection of vocational training with a labour market, public funds and other structures within the framework of which employers (association of employers) and workers (trade unions) discuss the questions representing mutual interest are created.

Regional councils, committees which are engaged in studying and forecasting of labour market, development of programs, teaching materials, examination qualifications requirements with attraction of the interested subjects of social partnership function at a regional level.

At a level of *educational establishment* educational institutions or groups of educational institutions cooperate directly with enterprises or a group of enterprises in the field of development of the contents of training on concrete professional qualifications.

Practice of foreign experience of social partnership and the analysis of developed relations of social partners in the Russian Federation in sphere of vocational education and training allow to list some *basic directions of their interaction.*

1. In the field of political decisions they come mainly to: (a) definition of national priorities in vocational education and training (to teach who, what, in what amount and to what period); (b) formulation of national (branch, regional) purposes of vocational education and training; (c) definition of a role of the state in regulation of investments of employers to the system of vocational education and training and improvement of professional skill of workers (tax privileges and stimulus); (d) establishment of the rights and duties of trainees, workers and jobless citizens: paid holiday, social support, opportunity of professional skill improvement and professional retraining (regulation, definition of sources of financing, organization of training process).

2. In the questions of administrative decisions, interaction of social partners concern: (a) determination of the current and perspective need of qualified workers and experts preparation in the system of vocational education and training; (b) determination of the funds formed due to tax revenues on vocational education and training, and participation in management of them; (c) participation in management of vocational education and training establishment through representation in the Council of educational establishment; (d) extension by enterprises of paid services in the field of vocational training and retraining of personnel on their base, by their own experts.

3. What is not less important today it is participation of social partners in development of the contents of vocational training. This direction of teamwork of social partners assumes: (a) development of professional qualifications, creation and examination of the state educational standards of vocational training; (b) participation in development and approbation of the basic professional educational programs; (c) participation in development of programs of trainees and

training system. Interest in the system of social partnership of employers and workers associations speaks the following: the more qualitative vocational training will be, the less social problems, conflicts to employers appears; social intensity will decrease.

Bodies on work and employment have also a big interest in social partnership with professional schools. Discrepancy between graduates' qualifications and requirements of labour market makes them go to the labour exchange. To lower a stream of such unemployed, to cut down expenses on their retraining - is a practical interest of bodies on work and employment in creating a system of social partnership in vocational training.

Strengthening of connections with enterprises, bodies on work and employment, public organizations opens the following additional opportunities for educational establishments: (a) access to the information on a regional labour market (what professions and in what amount are required on a labour market) becomes simpler; (b) requirements of employers concerning the contents of training in educational establishments (professional structure, qualifying characteristics) are taken in account; procedure of updating existing and development of new teaching materials and the programs which are meeting the requirements of employers becomes simpler; more opportunities for the organization of trainees practice open; (c) there are opportunities for the organization of short-term training pedagogical workers with a view of studying the newest types of the equipment and technological processes; (e) opportunities of educational establishments graduates employment extend; new joint commercial projects for updating unappropriated funds of educational establishments (opening of rates on improvement of professional skill of enterprises workers, creation of joint workshops, shops, centers of service of the population, etc.) are initiated.

Thus, development of social partnership in the field of vocational training should promote improvement of training quality of vocational training establishments graduates, and, hence, development of economy in the region due to improvement of reproduced manpower quality.

Wide experience on formation of social partnership system is saved up in regions. So, in the Bryansk regional duma the commission on problems and prospects of initial vocational training development, social protection of workers and trainees of educational establishments is created. Sessions of executive management of Bryansk regional association

Commission on problems of vocational training and vocational orientation is created in Republic Khakassia. It is created at the Government of Republic with a view of increase of efficiency of a state policy on reproduction of manpower and formation of the regional order for the personnel.

In the Yaroslavl area since 2002 works a Commission on coordination of volumes and structures of training in establishments of the initial and secondary vocational training. It includes representatives of the education department of the region, representatives of the department of Federal public service of employment of the population in the region, representatives of noncommercial partnership «Economic council».

In Khabarovsk territory since 2002 decisions of heads of municipal formations authorize Coordination public councils on personnel training in the industrial centres of the territory. The structure of councils includes heads of municipalities, of enterprises and organizations, services of employment, establishments of vocational training. The purpose of councils is coordination of work on the organization of inservice training of trainees and their employment in the enterprises of the territory, carrier guidance to worki ng trades.

In the Saratov region a scientific - methodical center of vocational training has been created with a view of updating the contents of vocational training, attraction of employers and public organizations to development and examination of the teaching-program documentation on the professions, activization and ordering of work on studying and propagation of experience of initial and secondary vocational training establishments.

Example of effective interaction of an educational establishment of initial vocational training and an enterprise are partner relations developed between the Cheboksar professional liceum (the Chuvash Republic) and the enterprise "Elara" INPRO-2. According to their long-term contract the enterprise compensates in part to liceum the cost of preparation of the personnel - machine operators, paying 6,0 thousand roubles for each graduate. Besides the enterprise pays teachers and practice teachers training, carries out a monthly surcharge to the grant of each trainee, and also provides the trainees with a free-of-charge meal, tools, equipment, overalls, pays wages during industrial practice.

The organization of mutual relations of the parties of social partnership in vocational training on the conditions of their mutual duties and competence is carried out in the following fields of activity of educational establishment: professional - educational; (financial and economic; social security and social support; teaching-material resources and material - raw maintenance; scientific and pedagogical and personnel maintenance.

Translated by authors

INFORMAL ECOLOGICAL EDUCATION AND QUESTIONS OF STABLE DEVELOPMENT

A. M. Makarsky

In the context of modern civilization problems it is a matter of great importance to form a personality with a high level of general and ecological education who will be capable to adapt to the quickly changing situation as well as to ensure terms of stable civilization development. In the atmosphere of stable development the forming of ecological culture is very significant.

Modern school is strictly managed by the social pedagogical system. It explains the dependence of the school education on the obligatory state education. It is possible to found a humanist educational system at school if activity of the collective is put in order in accordance with students' and pedagogical purposes, if a favorable psychological climate, special spirit of the school and a style of activity are created. In terms of the traditional educating system the informal education becomes very important.

In the countries of the Western Europe the informal education became the subject of fixed attention in 60-s, especially in 70-s of the previous century, as it was admitted that the school did not stay the only place of education and it could not aspire to an enlightening role in the society. The education and teaching became synonyms. A Khamadash writes (1992:140) that Coombs and his colleagues offered the following definition of the informal education: "Any organized educational system outside the existing formal system is relied upon the identified clients and meets definite educational aims. Foreign education science indicates the following features of the informal education: (a) it is not an organized structural activity; (b)it is destined for an identified special group; (c)it is organized for achievement certain educational aims; (d) these types of the informal education are practiced outside the existing system and are relied upon those who are not in the school education.

The border between formal and informal education is not precise: in the structures of the formal education there some aspects of the informal education (use of the non-professional teachers, participating of parents and members of the community in the educational process or in the school management. There are also distinguishing features of the informal education: (a) functional character of its content, its sensibility to the local environment and ability to react to the demands; (b)specific nature of aims (that are often defined by the nearest future, restricted geographically, contextually or by the group limits); (c)flexibility of realization; (d)dissimilarity of target groups; (e)use of voluntary and non-staff teachers, inviting of unprofessional teachers etc.

Conception "informal education" has appeared in the Russian education science not Jong ago. *Special society which is* created for concrete pedagogical aims is very important for the informal education. Conception of creating special educating societies is relied upon the scientific views of L.C.Vygotsky (1996) who had admitted the social society as a major educating factor. He considered the organization of such society to be the main task of a teacher. Organization of summer schools, expeditions, ecological camps etc can be considered as the example of the realization of the above mentioned ideas.

In our opinion there is a troublesome tendency in the modern ecological education - predomination of a "knowledge" component. But formation and development of a personality as the integrated complete system and the personality socialization are impossible only by obtaining knowledge and skills on the ecology, geography and biology classes. Adoption of the ecological skills does not solve the questions of education and forming the necessary conviction and behavior motives. Therefore it is necessary to form ecological culture taking into consideration deep interconnection between the education and personality development.

San-Mark writes in "Socialization of Nature" (1979): "It is important not only to inform a person about nature but to organize education by means of nature. It is not so necessary to learn some conceptions from the botany and zoology; it becomes swotting of abstraction outside the environment. It is much more important to learn intellectual, scientific, artistic wealth of nature, to seize a subtle interconnection of nature, obtain lessons of balance and harmony - all this is possible only if people and the environment are in agreement. Very often those students who possess a wide range of knowledge in biology, geography etc cannot recognize and use any plants in the forest. In the ecological camp or expedition the ecological education is put into practice by means of learning the environment, concrete place, lake, river etc. Field training and researching activity broad bounds of the school educating schedule and increase its practice focus.

In the ecological camp or expedition social pedagogical activity of the society should be focused on providing assistance and support of children. We consider the process of social adaptation as a result of children permanent interconnection with the environment. The most important feature of social adaptation is the ability of a child to cooperate with a social group. Therefore the ideas of collective organizing activity are the basis of the ecological camp operation. While having collective creative work both teachers and their students possess the skills of their lives organization and learn to take care of each other. So forming of the ecological culture is more effective in the process of

personality interaction with the society, when every student realizes his or her significance while carrying out social duties.

We consider that every school should have its own ecological testing place where students may obtain emotional, ecological skills. During the field practice the students should master ecological standards, rules and principles which will be useful for their future activity.

In the informal ecological and geoecological education of Leningrad region the ecological camps are widely used. The unique model and practice realization of the ecological camps (Makarsky A.M., Komissarova T.S.) is the geoecological camp of Voiscorovo school (Tosno district). This form of education is often used in other schools of Leningrad region.

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THE DEPARTMENT'S SOLVING TASKS OF CONTINUOUS EDUCATION

V. N. Maximova

The Department of Continuous Education Theory and Methodology in the Leningrad Regional State University named after A.S. Pushkin is an innovative educational structure that provides skilled support in professional development of teachers and administrators in Leningrad Region. When organizing the Department's work, we proceed from understanding the necessity of having such a department in the university education structure; and from interpretation of the continuous education system as having two components. It includes a continuous education system for children (people younger than 18 years of age); and a continuous education system for adults (people older than 18 years of age).

There are two major areas of the Department's work under the continuous education system for children. The first one is development of training programs for optional courses in the school curriculum (such as "Culture of Health", "Psychology of Personality", "Psychology of Management", etc.). Such courses may be included in sub-specialty and specialty training of students, which facilitates implementation of the regional experiment on introduction of specialty training in senior grades. The second area is the theoretical and experimental development of topical issues of continuous education for children through students' graduation thesis works and Candidate dissertations of post-graduate students. Every graduation thesis and every Candidate dissertation includes an experimental component, which is carried out in educational institutions of Leningrad Region. This ensures indirect management of innovative development and education quality improvement in educational institutions of Leningrad Region.

The Department's activity under the continuous education system for adults includes post-graduate education in the following forms: the second higher education for education system workers in Leningrad Region on "Organization Management" specialty; skills improvement of administrative and teaching staff at courses arranged jointly with the Management Skills Improvement Center; training of post-graduate students and candidates for a degree; administering research internship under individual programs, etc.

The second higher education on "Organization Management" ensures training of administrators for the education system in Leningrad Region. Age structure of students obtaining the second higher education is quite diverse and requires an individual approach. For example, there is a student (21 y.o.),

and a teacher of handicraft from Sosnovy Bor (75 y.o.) who embodies the "life-long education" thesis. All of them work in the education system of Leningrad Region. Thus, the University named after A.S. Pushkin ensures succession between the first and the second higher education at the Department, i.e., it implements the pattern of guaranteed continuous pi'ofessional education within the University.

The Department also works on research issues of continuous education and its psychological and educational aspects; then facilitates scientific and methodology support to development of additional professional education in the University. The general subject of the Departments research work is "Systemic Management of Continuous Education Quality". The methodology base for this subject development is comprised of systemic, synergetic and achievement-oriented approaches. Thus, the Department implements the tasks of continuous education in theory and practice considerably influencing growth of professionalism among teachers and administrators of the education system in Leningrad Region.

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CAPABILITIES OF TEACHING TECHNIQUES IN THE PROCESS OF CONTINUOUS ECOLOGICAL EDUCATION

A. E. Mankesh

"The concept of ecological safety observance in 2004-2015" determined new opportunities for improvement of the ecological situation in the Republic of Kazakhstan. The significance of this Concept is that it corresponds to the tasks of ecological safety in the context of global sustained development, and renders a special sense to continuous improvement of ecological situation in Kazakhstan, that is the issue of continuous ecological education and training.

Nowadays, when the humankind has entered the XXI century, UNESCO suggests that developed countries try the model of "Result-oriented Schools". Consequently, there arose a necessity in introduction of new good-quality high-efficiency teaching technologies in school instead of traditional methods and techniques of teaching.

Analysis of teaching technologies introduced in routine educational process showed that they include the following components: (a) preliminary diagnosis for the purposes of identifying if students have mastered the study material, and division of students into groups according to their abilities; (b) motivation and organization of study and informative activity. Since any technology requires independent search work on part of the student, one of the main means of arranging knowledge-acquiring activity is to evoke the student's interest and diligence.

The level technology of teaching is aimed at ensuring that study material is adopted by every student in accordance with his/her level of development. Capabilities of level teaching in ecological education of schoolchildren form skills of independent acquisition of socially significant knowledge. In the process of level teaching, specific and fair evaluation of every student's knowledge takes place. Since teaching is carried out at different levels, the path of the student's development can be traced using a special graph (monitoring diagnosis). With assistance of the teacher's guidance, the student manages the process of knowledge acquisition, thus improving the quality of his/her knowledge and achieving efficient management of the learning process quality.

In the process of education using the technique of level teaching, the teacher can manage, control and evaluate the level of each student's knowledge, which attests to high capabilities of the teaching technology in the field of ecological education of students.

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QUALITY MANAGEMENT OF CONTINUOUS HEALTH OF PRESERVING EDUCATION FOR STEADY DEVELOPMENT

N. Mannapova, M.Tairova,
D. D. Sharipova

Health saving education requires the acquisition of knowledge of influence of the educational work on the health on each stage of the non-stop education, from the one side, the capacity for work, the life-longness of the man, from the other side each teacher must create the health saving space during the process of studying conditions corresponding to the hygienic requirements of staying students in class rooms? Other places where students study or rest.

The fulfillment of this requirements must be held by the teachers of the elementary senior and senior schools during the educational year and during the extra classes.

During the process of educational work teachers must make students to become interested in the healthy. Way of living. It follows that the work in this direction must begin from the elementary age and continue on all the levels of the general and professional education. It dictates necessity of providing the corresponding modern requirement of the valeological preparation of the students.

The study of the received experience testifies that in the educational institutions of different levels of non-stop education very actively established the educational and health programmer which are directed to increasing the valeological literacy at promotes the formation of the aspiration to the healthy way of living of studying people.

So, the "ABS of Health" is included to the pre-school institutions in which for teachers and parents are given the information about that what knowledge which children under the school age must receive in hygiene, sanitation and protection of health on

Using new pedagogical technologies children get acquainted with the basis of sanitation and hygiene, bad habits, the correct sexual behavior, psychology of interrelations and other components of the healthy way of living in an interesting form. In this the programmes as "For Healthy Generation", for students of the 5-9 forms and "Healthy Family" for the students of senior forms also counted for 17 lessons were composed.

The students of academic and professional colleges study the course of "healthy way of living" and the students of pedagogical institutes study the course of the "Basis of medical knowledge", "Age physiology and hygiene", "The basis of valeology", "Scientific basis of the health way of living" and etc.

All the above said courses included into the system of non-stop education suggests that the valeological education is directed to the formation of health care thinking and the health philosophy, must give the stable skills in this field.

We suppose that the health care education must be aimed, non-stop form the critical attitude of the students to negative factors which influence on physical, mental and spiritual health.

So, the control of quality of the non-stop education will be productive and practicable if all this work is managed be under the participation of all the organs of public education under the constant monitoring of results of the work being carried out.

Translated by authors

THE INTEGRATION OF PROFESSION AS AN INNOVATIONAL DIRECTION IN CONTINUED PROFESSIONAL EDUCATION

V. A. Markelova

The integration of profession is a complex innovative process, as a result of which new integral professional structures occur sometimes uniting up to twelve specialist areas within a narrow profile. This is not a mechanical unification of new functional responsibilities but rather the process of forming a person's new professional field. The integration of profession is the foundation for many thorough changes which are taking place in the modern system of continual professional education. With the aim in mind of the deeper understanding of the content of this process we carried out a conceptual system of academic analysis of those factors, tendencies and patterns which determine the necessity for the completion of a professional education for the graduates of different institutions of higher education, bearing in mind the readiness of the worker for education over the course of his life.

The analysis allowed us to examine the problem in its development (calculating innovation and conception), expose social-economic and other trends, and determine the main social-pedagogical patterns in the modern integration of profession as one of the conditions for developing the modern, continual professional education of the individual. To these patterns we attributed: the influence of social-political and economical state and social doctrines on the institute of continued education, including the moral cultivation of young people, the formation of their mentality; and the integration of profession in different fields of production. In particular we concentrated on the dependence of the integration of profession on given social-economic relationships in the labor market; the dependence upon the readiness of scientific foundations and specific methodological recommendations lending the technical worker and state organs the relative scientific instrument; the dependence on the real conditions of the institute to carry out such training. Besides this we determined the fundamental principle of continued education linked with the integration of profession.

In our opinion, factors which lead to this principle are a) the principle of accountability of social arrangement of the state on the continual formation of the personality of the students; b) the call for specialists in the internal and external labor market; c) the anticipatory level of professional training for future specialists in relation to the demands of social production; d) didactic and professional expediency allowing the necessary level of general and professional

education; e) the principle of rational interaction of theoretical and practical studies in dependency of the level of integration of a specific profession; the principle of the calculation of the professionally important psycho-physiological personal qualities of students necessary to support the workers in their continued professional education.

Working on the given principles we have determined the most important social-economic, pedagogical and other factors, which determine the need of young people studying in continued professional education, which found its reflection in the conceptualized program.

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FORMS IN THE FIELD OF EDUCATION AND TEACHER'S PERSONALITY

Sh. F. Mazhidov, H. Saidova

Among the reforms held in the Republic of Uzbekistan, the reform of the education system is particularly important. Introduction of the system of continuous education, starting from primary school and ending with higher educational establishments and further education centers, brought to existence the issue of special responsibility of teachers both to students and to the whole society for the destiny of the next generation. Along with competence and outstanding personal qualities, each teacher should also have other qualities required for the contemporary teacher.

Teacher's special mission in the society has always been emphasized in teachings of many world's nations. In the teacher they saw a sort of a social ideal who was to lead them to the world of the secret, the supreme truth of life. For followers of idealistic philosophy including many Oriental teachings, "a teacher is a sort of intermediary between a pupil, ordinary person and the Lord. A teacher should aspire to be Lord's assistant in man's improvement, a live personification of all the best in this world, an example of sacrifice, giving all of his self in order to help his pupils to reach the better life" (B. S. Gershunsky). Here are the roots of respectful and reverent attitude to a teacher and mentor in the East. If in the West teachers have always been people providing knowledge and certain skills, on the opposite side of the world a teacher is someone greater: it is at the same time an ideal and a person who teaches the science of life.

In our society a teacher is a person from the future who comes to children in order to inspire them with a dream of the future, to teach them to make the ideals of future come true in the present. "A teacher should be humane, for humanism can be taught to a child only through kindness of soul; he should be have a wide scope of knowledge and be a creative person, since only the person who is hungry for knowledge can evoke passion for knowledge; a teacher should be a patriot and internationalist, since love for the homeland can only be evoked by the one who loves his homeland". These words belong to an outstanding teacher Shalva Amonashvili. It is difficult to add anything to the words. If young teachers try to be like the above-described ideal teacher, the future of the society will undoubtedly be in reliable hands of the growing generation.

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THE COMMON AND PARTICULAR IN THE ASSESSMENT OF EDUCATIONAL QUALITY IN RUSSIA AND UKRAINE

V. A. Myasnikov

As different countries of the world reform their education systems, by increasing the efficiency and quality of their education, they aspire to raise the competitive ability of national systems striving to face up to the challenge of the time. The modernization of education entails global objectives and tasks, organizational structures, the content of education, approaches to the development of educational standards and curriculums, forms and methods of judging the quality of education, control of the activities of educational establishments, the financing and management of education.

As such, the main task of Russian education policy, which ensues from the Concept of the modernization of education in the period up to 2010, is the delivery of educational quality based on safeguarding its fundamental nature, its relation to the current and potential needs of individuals, society and the state. The modernization of education in Ukraine is carried out on the basis of a National doctrine and is aimed at delivering quality education while taking into account the latest achievements in scientific, cultural and social practice.

Increasing the quality of education has therefore become main priority of all educational policy in the contemporary world and assessment of that quality accordingly becomes a key means of realizing the strategy of educational renewal, which is the main task of education policy in many countries across the world.[1] Today, reform of the education system is directed towards the prolongation of education across a persons lifetime, as well as overcoming unequal access to the benefits provided by continuing education. Analysis of education policy, of the processes of modernizing education in different countries, allows the use of the more positive aspects of international experience. This was discussed 1-2 June 2006 in Moscow during the meeting of the Ministers of Education of the G8 countries. The main issues on the agenda were, firstly, the development of an education that satisfies the requirements of the innovative economy, the provision of internationally portable qualifications, a strengthening of education in its role as an instrument of social development and social solidarity, including the use of education to assist the social and cultural adaptation of immigrants. During the meeting the Ministers of Education recognized that, in a situation when education is the basis for the development of an innovative society, it is

[1] See OECD news. Education, science, new economy. Information Bulletin [1] 7 (14), August 2005, p.6

necessary to consolidate efforts on an international scale for the delivery of high quality and accessible education and training, and also for the adequate and effective financing of the development of research, human capital and professional skills, knowledge and competence[2].

To be adequately adapted to global process of innovation, education should solve a whole range of problems, including the need for quality primary education for all, determining the needs of the labor market and providing vocational education of a corresponding level and quality. To provide quality education, participants at the meeting suggested that adequate, transparent and accountable systems of education management be created, that would allow, in turn, an increase in the effectiveness of the state funding of education. The Ministers of Education also emphasized the more active use of information and communication technologies as another measure that would provide high quality and accessible education.

Research on an international level has accumulated significant and important comparative information on teaching and student activity when learning certain themes and subjects, about teaching programs, and so on. All this information relates to the cultural and linguistic differences between countries. It is very important to single out the existence of equal opportunities for the receipt of a quality education independent of countries' demographic or economic factors, among which include: population, surface area, life expectancy, child death rate, adult literacy, number of daily newspapers, Gross National Product, spending on education, unemployment and others.

The problems revealed by analysis of the approaches that evaluate the quality of education in Russia and Ukraine must be solved as schools are modernized in the upcoming years. However, on solving them, it must be remembered that external circumstances influence a school more than the school can influence itself. This conclusion is also found in international research. Not one piece of international research could allude to one factor, linked with the contents of education or methods of learning, which had an identical effect on the results of learning in each country. Rather, the results of the analysis testify convincingly to the fact that countries' socio-economic conditions and cultural traditions can exert more influence on learning, than a school's goal-oriented activity. Each country's system of education is unique based on the character of interaction between various factors. This fact cannot be overlooked when reforming education and determining the direction of modernization.

Evaluation of the quality of education must not be considered as reflecting the state of education, but rather as measuring its development. The effective

[2] See Bulletin of International Organizations. [1] 5,2006

school is not one that fixes the level of student achievement without measuring each students individual development but one where each students academic achievements increase over the academic year, independent of their talents and initial level of schooling. A schools success is defined by the achievement of all its students and not only by the accomplishments of its star performers. The more developed each student, and that includes students with disabilities of a mental, physical, social or other kind, the better the schools quality of education.

In Ukraine, the approaches and practical activities associated with the reform and modernization of education are conducted on the basis of the National doctrine for the development of education, enacted in 2002. The document is a system of conceptual ideas and views concerning the strategy and main direction of educations development in the first 25 years of the 21st century. According to the Doctrine, priority paths for state policy regarding the future development of education are (a) national-oriented education; (b) formation of national and pan-human values; (c) the creation of equal opportunities for the receipt of education; (d) development of a system of lifelong continuing education and learning; (e) satisfying the educational requirements of national minorities; (f) organic ties between education and science, development of pedagogical and psychological science, distance learning; (g) implementation of educational innovation, information technology; (h) integration of Ukrainian education into European and world educational space.

In the Russian Federation, in accordance with the established conception for the development of education over the period 2006-2010, the country's socio-economic development is defined in the sphere of education, primarily by: the development of a contemporary system of continuing education; increasing the quality of vocational education; the provision of an accessible and high quality general education; increasing the attractiveness of educational spheres to investors. The modernization of national education can resolve the following tasks, which are directed towards the strengthening of education's role in the country's socio-economic development:

Updating the contents of education, technology of learning and methods of evaluating the quality of education in accordance with the needs of contemporary society;

Development of mechanisms of management, adequate to the tasks involved in developing the education system;

Creation of economic mechanisms, making education attractive to investors.

An analytical review of common and particular approaches to the assessment of the quality of education reveals various prognostic doctrines, conceptions, programs, normative acts concerning the reform of education systems

in Russia and Ukraine. This is caused by recognition of the important role of education in socio-economic development, by differences in the organizational structures of each country's education system, legal base, established practice and traditions. The variety found in each country's education system is not accidental - its possibilities of development are fixed by state laws and other legal documents, regulating education policy. The development of educational activities occurs on different levels and at different speeds. Both Russia and Ukraine are heading towards deep changes in the evaluation of the quality of the received education. Research into the common and particular in approaches to the assessment of educational quality reveals certain difficulties when comparing the results of countries with almost identical socio-cultural traditions, models and standards of education.

In the next five to ten years, the founding, priority strategies in education are split between, on the one hand, the existing socio-pedagogical situation (including education) and on the other, the socio-economic challenges facing the country, including the development of human potential as a priority factor governing quality of life, and the increasing marketability of Russia and Ukraine in today's changing world. The strategy foresees not only the development and fulfillment of a complex of measures to increase the quality of education and its assessment, but also the integration of countries in international socio-economic, society-political and socio-cultural (educational) space.

A no less important role here is played by the evaluation of the general state of, as well as problems and tendencies existing in the sphere of, education, job-seeking, health and other social-pedagogical conditions, both external (development of civil society, demographic and economic factors, a country's surface area, life expectancy, child death rate, national particularities, gross national product, unemployment, number of schools, level of state spending on education, volume of information exchange, location of schools and their type and socio-economic status, professional activity of parents and level of their education, etc.) and internal, inherently pedagogical (number of students in a class, training and quality of pedagogical staff, teachers' salaries, student success and number of dropouts, number of repeaters, access to education, effectiveness of quality control in education, number of computers and access to the Internet and others.)

Quality of education is an important part of a person's potential and, relating to our inquiry, one can examine two aspects: firstly, to what extent will todays graduates from school or university be ready in the nearest future, in terms of their education, to take a leading role in the establishment and development of the knowledge-based economy; secondly, how can a quality education help

graduates successfully realize and establish themselves in contemporary life and socio-economic activity[3].

According to M.S. Antropov, the term quality, in a more general sense, is generally defined as an apt requirement'[1]. Defined in a more narrow sense, quality would be defined as complying to the demands of the consumer. And although there exist many different types of consumers, this generally means of an end consumer. In the context of our research, quality can be defined more narrowly, as related, on the one hand, to the demands of students, and, on the other, as related to the socio-economic demands of economic development. Related to this, we examined three basic groups of questions that reflect educational quality: the level of the education of the young, accessibility of education and its particular quality

In Russia and Ukraine, the level of Education among the adult population (15 years and older) is quite high: 99.4 percent and 99.4 percent respectively. According to indicators of received education, young people are not inferior to their peers in OECD countries. With respect to the number of university students per 10,000 of the population both countries excel some of their developed counterparts (Russia - 326, Ukraine - 285, Italy - 310, Germany - 223, Japan - 210). An even larger divergence appears when examining the group of 15 to 24 years old, i.e. the age when young people generally finish full-time education. The share of young people at this age possessing a full secondary education is 99.7 percent and 99.8 percent for Russia and Ukraine respectively[5].

We may now introduce some statistical data that indicates the educational potential of these countries at the start of 2001[6] (see table 1).

The table shows intensive development of the education systems in both Russia and Ukraine. At the same time it is necessary to point out that the higher level of education is a result of the development of primary and secondary vocational education. But how is this reflected in the quality of education? How does it influence young job-seekers? A quality education for more people, in larger quantities and of better quality has a positive effect on the general state of the job market. However, to a large extent, unemployment effects the young generation. As such, in 1996, unemployment levels as a percentage of the economically active part of the population were 3.4 percent in Russia and 1.5 percent in Ukraine, and the number of unemployed registered at the Department

[3] The situation of young people in Russia. Analytical report, loscow, 2005

[1] On some approaches to the management of the quality of educational organizations' activities. In the book, Problems and perspectives working with states - participants of the CIS in the formation of single (common) educational space. Moscow, 2004. p.164

[5] Report on human development 2005 in Ves Mir, 2005.

[6] Certain data is given for 2003.

of Employment was more than 2.5 million and 350,000 people respectively; and according to the latest census the overall number of unemployed in Russia is seven million people (10 percent of the population), while in Ukraine the figure is 2.8 million (12 percent of the population)[7].

Table [1] 1

Indicator	Russia	Ukraine
Population (millions of people), 2003a.	144,6	47,5
Human Development Index, 2003a.	0,795	0,766
Education level index, 2003a.	0,96	0,95
Number of entry places in pre-school establishments	2041	285
Number of schools (in thousands)	67,9	21,4
Number of students (in thousands)	20,9	6743
Number of entry places	61212	9214
Number of teachers(thousands)	1566	551
Number of gymnasiums	1114	256
Number of gymnasium students(thousands)	848	147,3
Number of colleges	784	258
Number of college students (thousands)	498,8	86,6
Number of secondary schools	2576	658
Number of secondary school students (thousands)	2,1	503,7
Number of secondary school students per 10,000 of population.	105,7	73,2
Number of universities	939	313
Number of university students (thousands)	4,1	1285,4
Number of primary vocational establishments	3911	980
Number of primary vocational students (thousands)	1694	527,7
Total gross coefficient of students entering primary, secondary and higher educational establishments (%), 2003a.	90	86
Specialized graduates(thousands)	770	263,5
Source: CIS Committee for Statistics; CIS annual statistical report - 1,2000; Commonwealth bulletin,[1] 9-10 (37-38). - 2001; Report on human development. - 2005.		

In the countries under consideration, the systems of vocational training do not entirely satisfy the demands of a market economy. The training of personnel, generally by profession, is not adapted to contemporary conditions of management, which negatively affects job-seeking graduates from educational establish-

See. V.A. Myasnikov CIS: integrative processes in education. Moscow, 2003

ments and increases unemployment. In Russia and Ukraine, only from five to 10 percent of unemployed are served by vocational training and retraining.

Using the example of engineering, a comparative analysis of the models (structures) of higher educational standards in the Russian Federation and Ukraine shows much in common: the list of disciplines studied; general number of hours set aside for each discipline; didactic units for each discipline[8]. In the main, the structure of study plans in Russia and Ukraine coincide in terms of: the general characteristics of the specialization; entry requirements for school-leavers and the components of entry exams; objects of activity; activity tasks; characteristics of qualifications; general requirements for the main program of education; required minimum in the content of the basic program of education (structure of curriculum); requirements in general knowledge; requirements across particular disciplines; requirements for the preparation of graduates; requirements for the final state exam (assessment of qualifications); learning period for main educational program and others.

It is important to underline that Russian and Ukrainian educational standards target the training of specialists through a specialized, professional qualification (according to a specialization). Some educational standards in these countries will take into account local particularities, although they cannot be considered of having principle importance - they are not decisive in the harmonization of higher education within the framework of a general educational space. This is confirmed by the research projects comparative analysis into the standards of higher vocational education (based on an analysis of the content of humanitarian and socio-economic disciplines, which have formative potential) in Belarus, the Russian Federation and Ukraine, which showed both divergence and convergence according to the volume of content, structure of content and formative-value potential, contained in education[9].

In this way, both the global community and post-Soviet educational space is subject to the globalization of education and movement towards a single system of education, and this tendency, noted, in particular, in the Bologna declaration, suggests the elaboration of a common understanding of the contents of education, something which has to be reflected in the texts on state educational standards of universities in CIS countries.

* Batyusko V.I., Fedin V.T. Comparative analysis of educational standards of specializations in higher education in Belarus, Kazakhstan, the Russian Federation and Ukraine, in Problems and prospects in cooperation of CIS states in the formation of a single (common) educational space. Moscow, 2004.

[9] Zimnyaya I. A., Lapteva, M.D. The compatibility of the contents of State Higher Vocational Education texts in CIS countries, in Problems and prospects in cooperation of CIS states in the formation of a single (common) educational space. Moscow, 2004.

The next question concerns equal access to education and can be approached in several ways. Firstly, as the possibility of receiving an education i.e. study at an educational institution of a certain level, independent of ones sex, socio-economic situation, place of origin. And secondly, as equal access to education of a certain quality, or, in other words, access to a quality education that relates primarily to the level of general and primary vocational education, since differentiation of higher levels of vocational education - tertiary education (according to international classification of level and quality) is, to a certain extent, set by economic requirements and individual consumer needs and the abilities of consumers of educational services. In our case, given the lack of reliable data concerning educational quality in Russia and Ukraine (we are only researching various approaches to its evaluation), equal access to education, as component parts of its quality, can be judged according to the degree of differentiation in the supply of resources, primarily in the financial system of general secondary and primary vocational education. So, in 2002, state spending on education as a proportion of Gross National Product was 3.8 percent in Russia and 5.4 percent in Ukraine[10].

On examining the question of access to education in its first form, i.e. as the possibility of entering an educational establishment and studying at a certain level, one can observe the following. The problem of equal access to education across Russia and Ukraine from the perspective of gender is practically non-existent - girls and boys receive the same amount of education, with girls surpassing boys both according to the numbers educated and level of education. It is more difficult to examine equality of access to education by territory - a topical question both for Russia and Ukraine. Here it is necessary to examine: (a) the accessibility of general secondary education in town and countryside; (b) the possibility of receiving additional educational services - higher levels of education, specific education on a particular territory; (c) the possibility of receiving vocational education within the threshold of one's home town.

Factor (c) is important as a student's spending when living apart from his family (in a dormitory or apartment), as well as spending on the commute to attend lessons in other towns, often acts as a factor limiting access to vocational education for students from low-income families, (alongside the expansion of paid vocational education.)

For the young generation living in the town or countryside, access to a full secondary education is characterized by a coefficient of coverage i.e. a relation between the number of young people aged 16 to 17, studying in Classes 10-11

[10] Report on human development 2005. Published by Ves Mir, 2005.

(12), to the total number of 16 and 17 year-olds in the population at large. As such, according to an analytical report on the situation of young people in Russia, the higher a region's level of economic development (as measured by GNP per capita), the higher educational coverage of the population of corresponding age[11].

An important aspect related to problems concerning equality of access to education is the differential in resources, primarily the financing of educational institutions. This approach is quite widely used in comparative research and assumes that an equal supply of resources to educational institutions would ensure an equal level (quality) of education, with the difference in the supply of resources characterizing the extent of access to education of a certain quality.

International research into educational quality does not let one evaluate inter-regional differences (in the results of education) i.e. it bears witness to the fact that Russia and Ukraine are currently not realizing a conception that would allow them, without having to renounce their traditions or the commendable, strong element of soviet education, to smoothly introduce new priorities into the educational process that would respond to the demands of post-industrial society. Russian and Ukrainian schools load their students with a significant baggage of knowledge (confirmed by the results of various bits of research), but without giving them the ability to emerge out of a typical textbook situation. For example, research has shown that graduates from Russian schools are generally not ready to make free use in their everyday lives of the knowledge they have just acquired, at least not to the level required by international tests. In other words, school graduates are to a tangibly lesser extent than their peers from developed countries ready to function successfully in real life. So, in accordance with the UN's development program, the Russian Federation has designated its development goals at the millennium as increasing access to education in a Russian context, specifically: (a) engage the socially unprotected groups of the population in education and socialization; (b) provide access to preschool for children from low-income families and for children living in rural areas; (c) adjust financing and access to education between and within regions; (d) renew the contents of education for the development of skills, abilities, the practical use of knowledge (e) reorient the system of vocational education according to the demands of contemporary economics and the job market[12].

[11] Situation of young people in Russia. Analytical report. Moscow, 2005.

[12] UN development program in the Russian Federation. International experience and knowledge for the benefit of each country. Report on the development of human potential in the Russian Federation in 2005..; "Russia in 2015: aims and priorities of development." UNDP, 2005, www.undp.ru.

In the absence of a national system of testing - the only data that allows analysis of differences in the quality of education - is the Uniform State Exam (USE). As a mass, independent means of assessing schoolchildrens knowledge that is identical for all participants, the USE is a reasonably accurate way of finding out general tendencies and regularities.

As such, the quality of education can be judged only indirectly - through indi cators of the dynamics of socio-economic development, growth in salaries, dependence of job-seekers on their education, the international status of the education system, in particular, the attractiveness of vocational education for foreign students, which is seen as an independent, indirect assessment of the quality of vocational education.

In the new millennium, the independent development of the education systems of Russia and Ukraine is influenced by global changes in all spheres of social life and from this appears the need to analyze ways of reforming education, responding to the demands of the new era. It is precisely because of this that these countries, according to their own general state documents, are actively developing approaches for the assessment of education[13].

Following examination of a series of questions that characterizes the general and particular in the approaches to assessment of educational quality, it is possible to come to the following conclusions:

Firstly, the basic indicators that one way or another characterize the quality of education (aims of education, right to education and its accessibility, index of the level of development of education, coverage of all groups of the population, index for the development of human potential, value of teachers and students in Russia and Ukraine) are close to each other, provide a general basis for the future development of approaches to the assessment of educational quality and, in relation to the development indexes of other countries, are fully comparative.

Secondly, however, the particularities of each country can be observed both in the sphere of education and in the sphere of employment. They characterize the inequality in these countries' levels of socio-economic development. The result of this "particular" may become the future intensification of differences in access to quality education, if differences in per capita income are likewise intensified. (GNP per capita in 2003 in Russia was $3018, in the Ukraine 1024.);

Thirdly, particularities can be seen in the access to higher levels of secondary education and higher vocational education in these countries. This is explained by the unequal distribution of educational establishments, not only in towns, but also in rural areas;

[13] Millennium goals of development in the context of Russia: from economic growth to stable social development based on human rights, 2005.

Fourthly, it can be seen from an analysis of educational quality and young job-seekers that there is room for differences in the stage structure of education at graduation and in the contents of education (general and vocational) demanded by the job market and socialization of the young generation - although this indicator is more general than that and not just particular for each country. In both countries there is a wide occurrence of the following: employment not according to specialization; young graduates in jobs not requiring particularly high qualifications; turning down jobs because of higher expectations and self-evaluation. But related to this is the fact that in these countries young people are the more mobile part of the labor market, and characterized by relatively quick adaptation to the needs of this market. So it can be said that young people have no less, if not more, opportunities, than the older generation, even despite the fact that they lack experience;

Fifthly, establishing approaches to assess educational quality in Russia and Ukraine it became clear that there was a lack of data, in other words a common denominator, necessary to analyze the assessment of students' achievements in acquiring quality knowledge. Related to the lack of regular testing that would assess the effectiveness of study programs, there appears an appropriate formation of systems for the monitoring of key indicators - indicators in each country in the sphere of education, employment, job-seeking graduates and other student establishments.

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SPIRITUAL VALUES AS BASIC BENCHMARKS FOR THE INDIVIDUAL'S CONTINUOUS EDUCATION STRATEGY

L.G. Nabiullin

Values as a pivot of human spiritual culture have always formed the basis for educational strategy. Throughout history, the value system of the society and individual has been supplemented by new components. The process has gathered momentum since the second half of the past century. These new components are not only related to spiritual values that have always served as imperishable incentives of human vital activity, but also to the generation of new axiological aspects that define strategies for modern development of continuouseducation in the country. Thus, they have turned into program benchmarks for the continuous education development strategy.

This is related to the fact that the issue of shaping professional values with future specialists, where learning various professions becomes a pivot of their continuous education, has got a qualitatively new meaning in the modern environment. Our experiments carried out over recent years show that pedagogical practices in the best vocational lyceums are focused on integration of progressive educational systems, which form the basis for educational and training processes and facilitate continuous general and specialized professional development of students.

The value system of an individual is dynamic from a historical perspective. Its dynamic is rooted in development of work and professional activities. In this connection, when we reflect on continuous education of the youth, things that primarily broaden our understanding of continuous social and professional development of an individual are highlighted. Motives of self-realization, spiritual concerns, ideals and personal freedom, which in any event, are implemented in professional activities, become a priority.

Our research has shown that the above motives profoundly capture the inner world of vocational schools and lyceums students; and their self-consciousness structure and needs. Similar growth may be observed in modern science, industry, and politics. Therefore value orientation of students involved in primary and secondary vocational education may be considered as a basic component of the strategy for shaping their continuous lifelong education.

We believe that'the mechanism of interaction between individuals value orientation and continuous education includes two aspects. Firstly, it is integration of social value system in students' consciousness (which is preceded by "rational analysis" and comprehension in the spirit of specific historical context

of the relevant society.) Secondly it is providing the rising generation with the access to the value system established in the society through the continuous general and professional education; and relevant methods and organizational forms of pedagogical process that encompasses various stages of learning practices of the youth. In our opinion, all the above enable simulation of teaching staffs work, which may facilitate continuous education of the youth along the following three areas:

First, generalization of progressive-minded teachers' and educators' creative experience related to shaping value orientation of various categories of students, which may be considered as basics for shaping and developing and individual's value orientations which enhance effectiveness of continuous education;

Second, validation and practical verification of individual's value orientations meaning in development of pedagogical algorithms that ensure reformation processes in the field of continuous education of students;

Third, designing new pedagogical (particularly, social and occupational) systems for shaping value orientations with students that facilitate their integration in the modern civil society, one of the elements of which is continuous education of individuals.

However, our experiments show that when the above areas of pedagogical processes improvement are applied in primary and secondary professional educational institutions, a certain contradiction appears between the declared attitudes for development of a free, creative individual and the system of social and professional values that exists in the society This is primarily caused by the low level of specialists training in professional educational institutions; and a lack of a psychological attitude towards one's own continuous professional education. Therefore, it is crucial that the issues related to designing social and professional system for shaping professional values with students (as a specific form of pedagogical practices) would be comprehended in a new fashion in the modern environment. This system should direct teachers to improvement of educational and training work that would open up new opportunities in continuous general and professional education of students. This will enable graduates and young professionals to be real subjects of the civil society within their whole lives.

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MANAGEMENT MECHANISMS OF SUSTAINABLE DEVELOPMENT OF PERMANENT EDUCATION

U. N. Nishanaliyev

Permanent education stands out the important factor of increasing the competitiveness of specialists in the labor market. During the training the students learn the necessary scientific, technological and organizational-economic knowledge of their future fields of labor activity This is achieved by fulfillment of polytechnic principle in training providing for implementation of horizontal and vertical integration processes based on their hierarchical model.

Polytechnic education is an integral system including facilities, means and forms of acquisition, deepening and extension of general education and professional expertise. The interrelation of its components, their mutual subordination by levels, their coordination by orientations and purposes of securing relationships between them transform this aggregate into single system of permanent development of each humans personality. Permanent education as paradigm of educational system is assigned by nature and essence of educational activity itself. Porizontal and vertical integration processes are perpetual references of management of sustainable development of permanent education.

By hierarchical model of integration processes of permanent education we understand implementation of integration processes by horizontal, i.e. at each footstep of educational pyramid and by vertical, which secures sustainable development of permanent education.

Thus efficiency of educational activity is achieved by total management of permanent education. The most effective factor in the aggregate of factors specifying the quality and competitiveness of specialists is strengthening aspects of permanent development of students' personality; individualization of education on the basis of module and credit education system; choice of criterial determi nants of gradual formation of knowledge, abilities and skills assisting in effective management of sustainable development of permanent education.

Translated by author

ON THE DEVELOPMENT OF METHODICAL SYSTEMS IN CONTINUING EDUCATION

A. M. Novikov

In the various historical periods of civilizations development, there have existed different types of main organizing activity (called, in contemporary literature, "organizational culture"): traditional organizational culture (the early phases of the development of mankind); corporate-craft culture (the Middle Ages); the professional (scientific) type of organizational culture (from the 17th to the middle of the 20th century); [illegible] gistl-Td jentific)Tj 0 Tc

cording to the formula "do like me" and is concerned with reproducing and copying models of activity. Its elements, based on imitation, play some role in the development of memory, the development of an ability to imitate, especially at an early age. The method of inurnment can be referred to this system - the method of forming habits, primarily, with children at an early age: hygienic habits, rules of interaction with other people.

But reproduction-based learning takes place at a later age when it is necessary to acquire some concrete actions which don't require any "science."

For example, it is known that nails have been hammered in with a hammer over the whole period of time since a nail and hammer first appeared.

2. Dogmatic learning corresponds to the craft type of organizational culture. Originating in the Middle Ages, it is a kind of religious learning through listening, reading, rote learning and verbatim reproduction of texts. Today dogmatic learning is associated with remembering facts, or learning texts by heart when their comprehension is not essential. Elements of this learning are used when learning by heart facts, names, dates, unsolved formulas, foreign words, symbols. Of course, elements of comprehension and association are inevitably present but attention is mainly given to learning by heart, to exact reproduction. Some contemporary methodical systems are similar to dogmatic learning: hypnopedia (being taught while asleep), relaxopedia (being taught in a relaxed state, released from fettering conventionalities), suggestopedia (being taught by means of suggestion).

The following methodical systems will belong to the scientific type of organizational culture: statement-based learning (informative-illustrative, reproductive), development learning and program learning.

3. Statement-based learning (informative-illustrative, reproductive). Adherents of new systems and methods will very often criticize traditional teaching systems. But like any teaching system, statement-based learning has its own specific goals, content and methods. With its help a number of the aims of teaching can be fulfilled. The main goal of statement-based learning is the formation of knowledge which can be transmitted in a ready-made form: facts, assessment, laws, principles, and ways of acting in particular situations. Such transmission, more precisely defined as the activity-based learning of information and ready-made images, uses story telling, explanation, reading of texts, demonstrations and illustrations, exercises and solving of standard tasks. On this basis it becomes possible to transfer a large volume of the experience accumulated by humanity into a compact, concentrated form. Statement-based learning has at its disposal many potentialities for development. It promotes the effective development of perception, memory, a reconstituting imagina-

tion, emotions, reproductive thinking and performance activity. At the same time the potentialities of statement-based learning, including those which are developmental, are limited: the informational capacity of the best examples of statement-based learning is close to saturation, and the volume of information that students must master is constantly on the rise.

Statement-based learning is oriented, for the most part, on an average student and the individualization of teaching is not promoted enough. It only promotes to a minimum extent the development of initiative, the creative activity of a personality. Media-based teaching (watching television programs, films and television films, listening to radio programs) can be referred to as a type ot statement-based learning. Today almost every student receives huge volumes of information through these channels. But so called "visual pedagogy" is notable for the passiveness it encourages in the student - one should "swallow what is given."

4. Development learning (the name is obviously relative - other methodical systems also develop their students) - these methodical systems are primarily directed towards developing abstract and creative forms of thinking in students. Two systems of development learning have attracted particular attention: the system of L.V. Zankov and the system of D.B. Elkonin and V.V. Davydov. Both systems have been elaborated in detail for their application at primary school.

L.V. Zankovs system is based on the following principles: teaching at a high level of difficulty, giving priority and a leading role to theoretical knowledge, learning material at high speed.

D.B. Elkonin and V.V. Davydov's system of developmental teaching is based on slightly different principals: deductive method of learning material, high level of abstraction, aims directed at the formation of students' theoretical knowledge and thinking on the basis of substantial analyses, planning, self-reflection.

5. Program learning. It is well known that the essence of this system requires that not all teaching be carried out directly by a teacher. This is carried out on the basis of teaching programs which come in two variants: machine (mainly through computers), and non-machine (programmed textbooks, sets of maps etc.). When devising programs, the aims are set out very clearly, the content is logically developed, the main concepts, ideas and leading logical relations are emphasized, descriptive and secondary material is removed. All material is divided into complete, small, self-contained sections (steps, portions), which are developed according to the pre-formed rational algorithm provided and involves the step-by-step control and timely correction of errors, if commit-

ted. In program learning many of the difficulties inherent to statement-based learning are eliminated. At the same time, program learning is not appropriate for all learning material. Even a little use when teaching emotional and creative material, descriptive material, or any other material that is integral in character, can trouble ones perception and the mastering of integrity if broken up.

This teaching system is less effective in terms of upbringing because, firstly, ideas of a basic world outlook get lost in the general consistency of a strict account of information (without repetition) and, secondly, because the direct influence of the teacher is reduced. In program learning individualization increases but at the expense of collective learning, which, if it doesn't disappear completely, there is a lot less of. Finally, in this system, as in the statement-based system, creative activity and student independence both develop weakly.

Hie next group of methodical systems belongs to the contemporary project-based and technical type of organizational culture because they involve organizing learning activity according to or using the elements of a project. In particular it includes several stages: the project stage - defining aims, modeling (for example, generating/forming cognitive models (hypotheses) is a significant component in problem-based learning), student decision-making, action programs; technological (executive) stage - fulfilling the action program; reflexive phase - control, the assessment of results and self-reflection.

6. Problem-based learning. A characteristic of this methodical system is that knowledge and modes of action are not fixed in a ready form, while there are no rules and instructions following which a pupil would be guaranteed to fulfill a task. Material is not given - it is posed in the form of a problem. Such an approach is determined, firstly, by the way contemporary education develops the creative personality, secondly, by the problem character of contemporary scientific knowledge, thirdly, by problem character of contemporary human practice, fourthly by mechanisms involved in the development of personality, human psychology, in particular, thinking, interest and will, which are indeed formed in problem situations.

Problem-based learning has various types. When using *problem-statement* a task is set and is solved by the teacher, while the students, present in an open laboratory of investigation, understand, participate, put forward their own observations and form their own opinions towards the subject under study.

The *part-investigative* (heuristic) method of problem-based learning implies the active involvement of students in a process of task-solving, which is divided into sub problems, tasks and issues. The process, proceeding in the form of task-solving, conversation and analysis of a situation is directed and controlled by the teacher. The *research method* associated with problem-based learning

requires students to be more completely independent. Its particular quality is in the gradual shift from an imitation of scientific research to real scientific or (practical scientific) research.

Problem-based learning exists in various forms and involves various methods: the problem-based story heuristic conversation, the problem-based lecture, analyses of practical situations, discussions, interviews, games including business games etc. The advantage of problem-based learning is its direct application in the development of creative activity, independent thinking, interest in studies etc. At the same time, it has considerable disadvantages: it is not applicable to all study material but only to that which allows ambiguous approaches, assessments, interpretations; it requires much more time than statement-based learning; its application requires students to have a certain initial level of knowledge, skills and general development.

7. **Task-based (investigative and research) system of learning** presents the step-by-step organization of setting tasks, selecting methods of solving them, diagnosis and evaluation of results. The logic of structuring such tasks can vary from simple to difficult, from theoretical to practical or vice versa.

The core of task-based learning is to organize the teaching process into a system of tasks and to elaborate the means (instructions and methods), firstly, so as to help students recognize the problem character in given tasks (make the problem obvious), secondly, to find ways to make the solution of problem situations (contained in the tasks) personally significant for students, thirdly, to teach them to see and analyze problem situations, isolating problems and tasks.

In a task-based system of learning there are two main groups of methods: a) logical methods - methods in which logical rules prevail (analysis, comparison, generalizations, classification, induction, deduction etc.); (b) heuristic methods of solving tasks, which assign the most likely strategies to the process of elucidation, at the same time stimulating a student to think intuitively and to generate new ideas. Brainstorm, synectics, inversion, heuristic questions etc all belong to the heuristic methodology.

8. **Productive (criteria-oriented) learning system.** A particularity of this system is that it is oriented towards achieving the final result of teaching ("product") according to criteria clearly established beforehand. Different authors call this system by different names: productive teaching; criteria-oriented system; or system of complete mastery.

In the traditional process of education, the factors related to teaching conditions are fixed (the same amount of study hours, way of delivering information etc.), the only thing which is left unfixed are the results of teaching, which are

characterized by a noticeable dispersion. American psychologists (J. Carroll and B. Bloom) have suggested that the results of teaching be a constant, fixed factor. In this case, factors related to others conditions of learning will change so that the given result-criteria are achieved by all students.

By combining the approach of these American psychologists with the research of Russian scientist V.P. Bespalko, it was possible to elaborate a system of criteria-oriented learning. This system is also called a system of complete mastery because it begins with the aim that all students learn the necessary material.

The system is built with the following logic: first a complete description of teaching results (the "product") is produced. When this has been accepted, the second stage starts: the complete description of the strategy and tactics needed to form a product - consistent consideration of aims and tasks to make clear what and how much to deliver at each stage. At the same time, it is obviously necessary to follow the formation of established characteristics and therefore constant monitoring (supervision) and step-by-step diagnosis is introduced.

9. System **of project-based learning.** The founder of this system, G.L Ilyin, calls it project-based education but it is in fact it is a system of learning. For the time being this system can only be used in high schools and for teaching adults. It is quite interesting, original and has, I think, good prospects. The central part of a project-based education is a project - an idea for solving a problem which is of vital importance to a professional or student. Characteristically it is distinct from already existing solutions and projects. The attempt to find something better, ones own solution, is the main motivation of learning. Learning content becomes the means of moving a person into the future, a way of realizing his own life project. Alongside a fundamental, scientific kind of information, the use of accidental, unsystematic and controversial types of information is also possible. The student is then concerned with establishing order, verity and consistency and is directed and supported in this by his teacher. But a student doesn't only learn new ideas and concepts but also obtains information and with its help builds his own project. If knowledge possesses the characteristics of verity and consistency, writes G.L. Ilyin, then information is data of any character which mostly expresses the speaker's opinions, which are sometimes of doubtful authenticity and which, as a rule, don't concur and tend to contradict each other. Project-based learning develops the ability to create and extract knowledge from given information, which not only means using prepared knowledge but also "semi-manufactured" knowledge, as information often is. There is a transition from the conveyance of absolute truths to values and ways of obtaining personal knowledge, which lets the student find his own

image of the world and realize his life project.

10. System of contextual learning (A.A. Verbitsky). Teaching is based on modeling the subject and social content of a students future professional activity. The context of a future as a professional gives study personal meaning, leading to high levels of activity, educational and professional motivation. Contextual learning is accomplished using educational-professional models, including types of games.

11. Imitation (modeling) system of learning. This system is mostly called an "active method of learning." But this name does not reflect its specific character, in that any method requires some form of activity. The specific character of the imitation system lies in the modeling of different types of real life relations and conditions in an educational process. Organizing student activity that is socially adequate for later life turns a school of learning that is detached from reality, into a school of'life,' a school of activity which provides students with natural socialization, makes them an agent of their own activity and their entire life. Life teaching, by orienting them towards social, scientific, cultural and other realities allows students to see their life prospects and plan and fulfill the development of their abilities accordingly. Strictly speaking, the simulation system of learning involves two methods:

The first method is oriented on an analysis of a concrete situation - students are assigned a real situation which had such and such a consequence (positive or negative) and should derive a problem, formulate it, define the conditions in which methods of solving the problem were chosen, if they were appropriate and why etc. In this case analysis involves an action that has already taken place.

The second method is oriented on resolving a situation. An unresolved situation is modeled. Students should formulate a problem, and, dividing into groups, analyze variants of solving it. Then a "defense" is organized and collective discussion takes place.

Games are often referred to as "active" methods: organizational-active, business etc. But educational games are a form of organizing the educational process which we examined above. And these games (organizational-active, business) are run according to the methods indicated above: the analysis of concrete situations and the resolution of situations.

An imitation (modeling) system of learning has the following advantages: (a) the activity-based character of learning (instead of verbal), organization of collective educational activity. Such activity develops communication, thinking, introspection; (b) using the group as a means of developing individuality on the basis of active self-appraisal, of the self-control of every student because

collective activities give everyone the opportunity to take part in discussions - to the extent allowed *by one's* development - it can be the position of leader, generator of ideas, opponent, listener etc.

\2. **Information system.** The final methodical system under review, information system, is situated apart from the types of organizational culture in that information learning can be achieved in any methodical system - from reproduction-based to project-based. The name 'information system' is of course relative given that all other methods of teaching involve information. The term 'information' refers not to teaching but to the technological means of distributing information: computers, telecommunication networks etc. The information methodical system covers a very wide range of methods: (a) interactive teaching systems, based on multimedia and simultaneously using text, graphics, video and sound, as well as music in interactive mode; (b) hypertext systems allowing hyperlink transfers, which are presented in the form of a particular design of text and/or graphics. Several hyperlinks can appear on a computer screen at the same time and each of these links defines its own "travel" route. In a hypertext system the user moves between networks of nodes, the contents of which is shown on the computer screen, (c) Using informational technologies to fulfill teaching aims. The Internet provides access to giant volumes of information found in various parts of the world. The Internet gives vast opportunities in the choice of sources of information: basic information on servers of the net, operative information sent by e-mail, the various databases of leading libraries, scientific and educational centers, museums etc.

Thus, we have examined the main types (methodical systems) of contemporary education. In real conditions, however, they don't exist as pure forms. They are abstract models which are useful for understanding the structure, character and potential of each type of learning. In real learning systems, designated methods of learning are used in certain combinations, they complement each other, though mostly one type remains in charge, dominant, while the other elements supplement and enrich it.

Now we shall come to some conclusions. Each of the discussed methods and methodical systems has its own advantages and disadvantages. There is no single, "universal method," and nor, obviously, could one exist. Teaching is always built using a certain combination of methods taking into account the concrete aims, conditions and circumstances of learning.

All methods and methodical systems - all types of organizational structure without exception - occur in the practice of learning. At the same time, as part of the general tendency in the system of continuing education to use a whole range of teaching methods, the methods and methodical systems correspond-

ing to earlier types of organizational culture (reproduction-based, dogmatic teaching etc) will be taught to ever younger students, with later types of organizational structure taking their place.

Another obvious trend is associated with the development of contemporary methodical systems and the gradual strengthening of the role of a students independent study, as well as the rapid improvement of the means of teaching, in particular, informational systems. It involves a shift in the function of teachers away from transmitting of knowledge to instead developing the personality of their students, their personal self-determination, producing their personal meanings. And that is why more will be demanded of teachers in terms of their own personal qualities.

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FORMATION OF TEACHING SYSTEMS FOR HIGHER PEDAGOGICAL TRAINING IN THE CONTEXT OF CONTINUITY OF THE LEARNING PROCESS IN LIFELONG EDUCATION

A.K. Oreshkina

The formation of a lifelong education system implies solutions to a set of theory and methodology problems, which call for rethinking the current teacher training concepts. The concept of "value relationship," being a specific element in the structure of every educator's teaching work, implies the need for such theoretical and methodological fundamentals in teaching work that would advance the formation and growth of the domain of personal values in students of teacher training colleges and universities. From this viewpoint, the axiological component of the learning process should be focused on promoting a value-based concept of pedagogical work in students, which brings up certain teaching psychology issues relevant to the formation of personal ethics and self-reflection skills in future educators, and redefinition of the need for lifelong pedagogical training as a personal and professional value. Therefore, it is advisable to view the system of focused propagation of a value-based approach to pedagogical activity in students as a tool for promoting solid personal ethics in the context of lifelong pedagogical training. Theory points about lifelong education are viewed as a methodological basis for propagating a value-based concept of professional teaching work. The professional training of future educators as ethical role models and agents of positive value change impacting students as they progress along the stages and levels of lifelong education is a highly relevant, practice-based issue in modern education.

The sustainable development and continuity of the educational process require an update of the contents of pedagogical education, as well as new teaching know-how, responding to the need of promoting the value system in the students of pedagogical universities. The content side of preparing students for future teaching work must mirror the social and pedagogical significance of teaching work, while the personal rationale of pedagogical training should be viewed as a personal psychological and pedagogical *modus vivendi* and a form of interlink between future teaching work and the student's value-based sentiment about it, instilled in the course of the training process. This dictates the need for creating an enabling environment to promote value based sentiment in students about their future profession, viewed in the context of continuity of the training process within the system of lifelong pedagogical training.

The training process should be targeted to trigger off and propel the formation of a world outlook in students that appreciates the generally accepted human values of a post-industrialized society. As long as teaching is a powerful driver in the reproduction of paramount human values, it should be viewed as the formative core of the social value system. The advancement of communicative interaction and interpersonal relations within the training process is the key to continuity in the axiological role of the training process. The axiological component of higher education must involve a study of such value systems .that would promote a humanistic mindset in students, magnifying the significance of basic human values in pedagogical work.

As a curricular priority, it is advisable for higher educational institutions to think about how to phase in and assure the continuity of personal investment from future educators in the value-based approach to teaching work. Personal investment or meaning, being the essential constituent of value-based perception of multifunctional teaching work in the lifelong education process, must be taught simultaneously with the basic pedagogical curriculum. It would make the most sense to design a system of pedagogical support for students' teaching internships, where students would be assigned projects of personal relevance and individual learning itineraries. This could inspire a more personalized slant in the learning process at university, and closer focus on the axiological essence of pedagogical training, promoting continuity in molding a value-based concept of teaching work. In a general sense, a pedagogical system model aiming to promote value-based perception of teaching work will imply the design of: (a) the goals of the training concept involving phase by phase propagation of a value-based approach to teaching work; (b) basic contents of the teacher training curriculum; (c) variable, axiologically meaningful contents of the teacher training curriculum; (d) personalized project design for teaching internships; (e) training formats emphasizing the succession of stages and levels in pedagogical training.

On the ground, preparation of students for future teaching work calls for universities to devise a system of scientific, methodological support for phased propagation of a value-based approach to future professional work in students. As long as proactive, lifelong education is a concept of high theoretical and practical value and significance, continuity or succession of training stages and levels is a comprehensive, all-inclusive issue.

The emergence of new socioeconomic relations and flexible regulation tools drives higher dynamics and broader variation within the education system. In this respect, it appears imperative to reorganize the training process in a way that would make it better equipped for meeting the broad spectrum of learning

needs of any person, any age. In the modern education process, the personal learning paradigm dictates that the many learning needs of every person are fully met in line with the changing nature of teaching work, resulting from a higher level of succession in the process of lifelong education. The level of detail in the theoretical methods of designing teaching systems for higher pedagogical education is also important in the context of making future teaching professionals competitive in the employment market. Universities, for their part, are advised to create an optimized training environment to teach value-based perception of their future professional work in students, to inculcate the need for lifelong pedagogical training, fulfillment and personal/professional growth. In order to phase in a value-based concept of teaching, universities should reengineer their training process to assure the continuity of the following milestones on the path of the emergence and strengthening of professional ethics: (a) reproductive (modeling field activities on pedagogical theory points); (b) conceptual (personal commitment to value-based thinking in training, project design and research); (c) productive (creative thinking about the value of pedagogical work along the lines of its social and personal significance); (d) integrative (acceptance of the multifunctional model of pedagogical work in the lifelong education process); (e) creative (creative modeling for professional work as training, in general, becomes more creative); (f) constructive (definition of professional work within the context of the paramount human values).

The design of teaching systems for higher pedagogical education should involve both prior definition and analysis of the initial conditions, factors and features of the training process at the university, and an integral vision of the teaching system model for lifelong vocational education.

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USE OF LEISURE AS A PROMISING EDUCATIONAL MODEL

I. A. Piskunova

At present, education is treated as a lifelong process. This circumstance actualizes the research task to determine the guidelines of taking advantage of educational opportunities existing in leisure, develop approaches to activation of an educational component of leisure in the contex t of lifelong education.

Regretfully, we have to state that Russian academic science has provided insufficient research devoted to scientific consideration of interrelation between leisure and education.

The necessity to analyse to what extent leisure supply takes advantage of the demand in education has been caused by social-development tendencies, in particular, by increasing differentiation and individualization, a necessity to facilitate social identity of individuals, etc. Recent years saw a radical change in the requirements to education. Acquisition and application of knowledge is not any more a sufficient factor for an individual to be ready for an independent course of life.

Todays educational processes should be mainly directed at giving a person access to information sources and competence in application of the information, its processing and assessment, referred to as media competence.

Acquisition of knowledge in official educational establishments and outside formal educational instances is expressed in widespread variety and distribution of knowledge stipulated by recent appearance of new information technologies.

It is becoming increasingly important to teach the methods of independent acquisition of knowledge and individual work.

«Integration of social forces has been caused by widely spread educational processes, some elements of which form parts of the educational system.lt is at this level that the peoples ability to comprehend their needs is largely laid and formed»'.We think it obvious that informal education is the most flexible, varied in form and manifold link of the lifelong-education system.lt can provide maximum satisfaction of educational needs of different groups of population not always directly connected with their professional growth.It differs in a non-conventional approach to organization of teaching and cognitive activity, close connection with industrial and sociocultural environment, all-possible

[1] Brunold, A. Globales Lernen und Lokale Agenda 21. Aspekte kommunaler Bildungsprozesse in der "Einen Welt" [Global Learning and Local Agenda 21. Aspects of Communal and Educational Processes in "One World"). Wiesbaden, 2004, P. 47.

stimulation of self-education, self-cultivation and self-development of a person irrespective of his / her profession, age, residence, but with due account of his /her educational needs and interests. Features of integration of education and leisure reflect convergent dynamics of functioning of respective social institutes, which is connected with global transformation of sociostructural public relations and the necessity of development of lifelong education as a system combining both formal and informal / half-formal educational processes. The basic public initiatives in the educational sector are stipulated as development of open educational forms of self-regulated educational competence. «Lifelong nature of education as a factor of development of a personality is not reduced to mechanical combination of stages, such as primary school, secondary school, higher school, postgraduate course, etc.; its activity is not regulated from the outside, but formed by a problem situation. The latter is based on a collision of selection opportunities, extending under the influence of education, and non-standard life conditions of the people at different stages of their activity in different socioprofessional groups»[2]. The sphere of leisure, stipulated by cultural and individual values and experiencing permanent dynamic changes, becomes a sphere of interaction of individual projects and sociocultural opportunities. In modern realities, the centres of pithy leisure are switching to education and self-education, serious leisure and the processes of training within informal communication being actualized.

One form of integration between education and leisure is most clearly represented in activity of national cultural centres, providing institutional bases for such integration. The structure of leisure sphere of such centres as the primary line of organizational activity includes half-formal and informal kinds of educational activities.-As opposed to the official educational system, facilitating selection and social inequality, educational leisure supply allows equalisation of educational chances. Educational leisure practice demonstrates an advantage of independently shaped and highly motivated training strengthened by an opportunity of perception of knowledge and its practical application in daily life. Let us emphasize that integration of education and leisure is experiencing a stage of initial institutionalization and taking both an institutional form, most brightly represented in activity of national cultural centres, and an individual form, representing an effective strategy of adaptation of a person to social changes. In our opinion, the structure of leisure should take into account a necessity to have free space for activities giving an opportunity to exercise liberty of choice, take personal initiative and responsibility, i.e. to include educational processes into the context of leisure. The latter neces-

[2] Вершловский С.Непрерывное образование как фактор социализации // Новые знания 2001 г., №1, С. 5.

sitates existence of respective supply, for example, American Social-Service-Learning Programme, creation of various sorts of consultation centres, language courses, associations and similar structures in leisure establishments. These organizations should use all means available, including modern media, to inform the population of opportunities of self-education at leisure, rational use of free time, functioning leisure educational and self-educational programs. It is also desirable for the supply to take into account the age factor.

Leisure plays an important part in the system of socialization as it satisfies emotional needs and facilitates intellectual search. Modern concepts of lifelong education point out that application of knowledge requires permanent training processes of all age categories. In this connection, recent research has underscored importance of both formal and half-formal educational processes. Supply of more space for self-training could facilitate participation in the educational process. There is a necessity for greater variety of forms and methods to spend free time, combining entertainment, saturation with information, creativity and cognition of something new. The primary goals of the lifelong-education program will be activation of the potential of leisure experiences for long education, further improvement of approaches to facilitation of informal training in connection with leisure, increase in motivation to studies, creation of a deliberate need for regular self-improvement in an adult person and giving him an opportunity to meet this need. The space between education, emotional experience and consumption is filled with leisure establishments, specialized centres and thematic parks. All of them can be treated as a new developing infrastructure for self-regulated lifelong education in the leisure sector.

We would like to note the importance of thematic actions (for example, in connection with cultural globalization), giving an opportunity for cultural education and facilitating better comprehension of other cultures. This activity requires breakdown of large global data into key subjects and development of respective educational options to them. The actions held should provide individual self-regulated development of competence, including language one, and respective open educational forms. Integration of education and leisure is connected with respective dynamic changes and social transformation processes assuming lifelong education. It is necessary to introduce the structures of informal lifelong education into the leisure sector. Leisure education helps overcome stress, motivates to achieve success and independence, which activates further analysis of correlation between educational models and preferred kinds of leisure occupation.

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COOPERATION IN PHYSICAL TRAINING AND SPORTSAS AN IMPORTANT FACTOR OF CIS COUNTRIES INTEGRATION

K.A.Pshenko

Physical training and sports are an integral part of public life and social culture. The attitude of society towards sport activity allows one to judge the level of public consciousness and society development.

Challenges that the new independent states face in economic, political and social spheres may be successfully solved, provided there are objective prerequisites that facilitate overall development of an individuals creativity and healthy lifestyle. Therefore, issues of physical training and sports have objectively become topical for state-building processes in the countries of the Commonwealth. The social and economic situation in the CIS after the Soviet Union breakdown was described as a political, economic and social crisis. All of this affected the development of physical training, sports and cooperation of CIS countries in that sphere. Government finance was sharply reduced and the majority of the population lost an opportunity to participate in various sports that were almost cost free (30 kopeks per year). The new independent states provided no social guarantees to ensure maintenance of a healthy lifestyle.

In the 1990s, market relations were established in the sphere of physical training and sports in almost all the Commonwealth countries (except for Belarus and Turkmenistan). (Cooperation was typical for Russia, Armenia, Georgia, Kyrgyzstan, Kazakhstan, and less typical for Uzbekistan, Turkmenistan and Tajikistan). Seventy percent of the market was service based. As market relations developed, the role of the government in regulation of physical training and sport services changed. It had become increasingly differentiated, which showed in various methods of direct and indirect interventions (legal, pricing, tax, credit, etc.).

For many years, the sport of records served in the USSR as a tool to prove superiority of the socialistic system, which was to some extent one of the major reasons for active involvement of state and party organizations in its development. Since the middle of the 1990s, professional sports in the CIS have been increasingly performing different functions. Along with traditional functions (competition, educational, nurturing, peacemaking), it has begun to perform an entertainment and advertising function in the new environment. Transformation of professional sports' organizational structure showed in the creation of professional sport associations, as well as legally independent federations, leagues, unions by different sport types, in changing professional clubs' status

based on economic and legal independence of professional sports actors. These profound changes that have a global nature have objectively caused turning professional sports into a business, i.e., development of commercial sports.

Without the state support and searching for self-assertion, commercial sports in the CIS started to actively use conditions and mechanisms of market relations. Many of its attributes (competitions, sportsmen, trainers, etc.) have attained high market value. Such changes necessarily affected the system of managerial and legal relationships between commercial sports professionals, sportsmen's remuneration, and it has had profound influence on their value orientations. The "Iron Curtain" fall, changes in sportsmen's value orientations towards material incentives, the hard economic and criminal situation in the countries of the Commonwealth, as well as high capabilities of national sports have resulted in many leading sportsmen involved in entertainment, hence more commercial types of sports, materialized in the country at the beginning of the 1990s. Although the basic reasons for going abroad were different, research of legionaries' opinion on the issue shows that they can be categorized by the following groups: material, need in respect and self-expression, need in security and a wish to "see the world".

This situation had a dubious influence on the development of commercial sports in the CIS countries. On the one hand, it had an adverse impact on the general condition of the national sports, particularly, on the performance of the majority of the leading clubs, since it was sportsmen from those clubs who left the country. The clubs not only lost historical top placement in national championships and international tournaments, but also a part of their fan base. Consequently, revenues that were so needed for switching to the new finance conditions were also lost. Lack of bright favorite players resulted in sharp reduction in attendance of competitions in many sports in the first half of the 1990s; and shook traditionally strong positions of sports in the system of public values.

On the other hand, money earned from sale of players and shares of teams to foreign investors enabled a number of clubs to adapt to the new conditions quicker; while life and play experience of legionaries upon their return to the country in many respects triggered the process of CIS commercial sports integration into world professional sports. Moreover, the leave of gifted but older sportsmen provided youth with an opportunity to succeed in a shorter time period. Some sportsmen have used this opportunity quite successfully. One of the examples is Spartak football team from Moscow, Russia, with the major part of "champion" members of the beginning of the 1990s substituted. Primarily due to gifted young players, it not only managed to win the national championship in 1998, but also has become the first Russian football team ever to play in the semi-

final of the UEFA Cup. The teams success was appreciated by the club founders and attracted new advertisers and sponsors. Moreover, the club has gained additional income from the European tournaments and international matches, which is only realistic for the strongest teams. Thus, we observe dependence: the best performing team is usually a "richer" one, and most importantly less dependent on its sponsors (and on traditional in post-Soviet countries financial support of the state, if club founders included governmental entities).

The basis and prerequisites for further development of commercial sports in Russia started to form at the end of the 1990s. This was particularly reflected in preparation and development of special legislation about professional sports. This example shows active development of professional commercial sports, which is a new phenomenon for the CIS.

It is during the 1990s that top politicians of the new independent states began to think not only about preserving independent statehood, but also about cooperation in different areas including physical training and sports. Achievements of the 1990s include preservation of public cultural and sport organizations in the CIS; reorganization of the All-Union Physical Training and Sports Society of Trade Unions into the International Confederation of Sports Organizations; and preservation of contacts between heads of voluntary sports organizations in Russia and other CIS countries; and this has been a success. Hie first International Workers' Games with participation of teams from the CIS countries were held in Moscow for the first time after the USSR breakdown in 1993. International Workers' Games were held in 1994with participation of over one thousand athletes and sportsmen from Russia, the CIS countries, 15 countries of Europe, Asia and Africa. Sports and athletics meetings devoted to the 50th anniversary of the Victor)' in the Great Patriotic War and other large-scale sport events were held in 1995.

The level of cooperation between CIS countries on physical training and sports has increased as tjie International Confederation of Sports Organizations got the observer status by the standing Committee for culture, science, education and information of the CIS Interparliament Assembly. On December 07, 1998, the Interparliament Assembly Council approved the Concept for state support to physical training and sports in the Commonwealth of Independent States. The Concept defined basic principles of the governmental policy in physical training and sports. These are: (a) Ensure continuity and succession of physical training for various age groups at all stages of life; (b) Take into account interests of all the citizens when developing and implementing programs for physical training and sports development; acknowledge responsibility for one's health and physical status; (c) Acknowledge independence of all physical training and sports associations that meet the requirements of the Concept;

equality of their rights to governmental support and finance; (d) Create favorable conditions for financing physical training and sports, tourism, sports and engineering organizations and an Olympic movement, physical training and sports educational institutions, and research institutes, as well as manufacturers of sports goods and equipment.

The first International Sport Games of CIS countries were held under the aegis of the Interparliament Assembly in Minsk on June 23-26, 1999. 10 CIS countries (Azerbaijan, Armenia, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Turkmenistan, and Ukraine) took part in the Games. The total number of participants exceeded 1,000. The competitions were held in 11 sports among men and women in two age categories. Life has shown that, in spite of complications, sport is international and a unique phenomenon, and has always facilitated friendship between CIS nations.

The legal framework for physical training and sports is being developed in the CIS based on internationally accepted principles. The Council of Europe has adopted the European Sports Charter (1992) and the European Manifest "Young People and Sports" (1995). The CIS Interparliament Assembly adopted a model law "About Physical Training and Sports" on November 02, 1996. National laws about physical training and sports were adopted based on this law in other CIS countries. Thus, the Russian Federation adopted the- law "About Physical Training and Sports" on January 13, 1999. In February 1992, the Federation of Physical Training and Sports for Disabled Persons in Russia was created. The 2nd international conference "Veterans of Sports and Modern Society" took place in St.Petersburg on March 30- 31, 1999.

Thus, development of cooperation between the CIS countries on physical training and sports depended on many factors - legal framework, economic condition, governmental support, management system, professional qualifications and competence of people working in this sphere. Physical training and sports play many social roles and have multiple meaning for integration processes in the CIS (peoples health improvement; shaping patriotic feelings; peacemaking function; etc.). Therefore Russian and interstate coordinating organizations of the Commonwealth supported cooperation on physical training and sports between the member countries through the relevant measures over the entire period in question. Development of physical training and sports is an important precondition of peoples healthy lifestyle and sustainable development of the state and society.

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EXTERNAL RESOURCES MANAGEMENT FOR LEARNING COMPETENCE IN THE COURSE OF FOREIGN LANGUAGE STUDIES

V. Y. Pukyavichute

This paper studies external resources for learning competence, and its author aims at identifying peculiarities of these resources in the learning process.

Globalization and internationalization of many life activities is developing along with expansion of communications, higher mobility and development of new informational and communication technnologies. The dynamics of social processes and phenomena requires that people develop their abilities and aspiration for lifelong learning, which is clear from many regulatory documents of the European Union. The idea of continuous education particularly emphasized since the 90s of the last century emodies a change in the individual's attitude to learning, and the society as a society of knowledge (Drucker 1993; Juceviciene 1997; Hubig 2000 et al.) is faced with the problem and necessity of learning competence development.

The concept of continuous education determines a new attitude to teaching / learning, new culture of teaching / learning, change in the concept of learning process; and these changes in thinking m ust become a sourse of self-motivated knowledge and settle in the human mind. According to Balzer's opinion (Balzer, 2000), learning must become a matter-of-fact and integrative component of everyday life, that is a learning competence. In scientific literature this competence is defined as 1) an ability to start and complete a learning process, manage temporal and informational resources, arrange and analyze one's own learning activity and needs, and overcome difficulties (Gemeinsamer Europaischer Referenzrahmen, 2000); 2) a form of learning chosen by an individual depending on the motivation, or when a student uses various kinds, methods, means of self-regulation and manages his / her own learning process (Schiefele, Pekrun, 1996); 3) as intentional study of attitudes, techniques, methods and strategies in the learning process combined with acquisition, repetition and use of knowledge, based on self-motivation and self-control (Chott, 1996). Given this, we can conclude that learning Competence is based on the following important aspects: (a) arrangement of own learning process; (b) management of this process and (c) self-control and self-assessment and assessment of one's own studies. Thus, this competence means an ability and preparedness to independently determine learning goals, plan learning steps, find the required learning information independently or in a group, solve problems as they arise, and think over one's individual learning process. In such case a student can be up to

life requirements, and educational establishments will assist the individual to discover his/her own abilities, and provide him/her with an opportunity to acquire the necessary knowledge, skills and qualifications for future professional activities.

One of the main components of learning competence is the student's need and ability to search for and find external and internal resources by planning and managing his/her learning process (Straka, Gramlinger, Delicat, Plafimeier, 2001; Leutner, Leopold, 2003 etc.). The above-mentioned authors presume that external resources include:

(a) *information resources* (acquisition, storage, transfer, processing of information; global communications; multimedia, Internet etc.);

(b) *cooperation* (Based on the constructionism theory, learning is a social process, which means that people acquire knowledge and thought constructs through social interaction and various information exchange processes. Numerous research papers prove that not every group activity lets achieve goals or assists in learning. Only the form of cooperation when group achievements have priority over individual achievements, lets build up and keep contacts, actively participate in discussions and coordinate decisions, thus generalizing information and experience (Tereseviciene, Gedviliene, 2003), that is develop socio-communicative competence);

(в) *the search for and preparation of the proper study place stimulating learning process in the most favorable way* (This issue has been paid more and more attention lately, since this situation requires not only a desktop but also other conditions necessary for optimization of learning process [Tepperwein 1998 et al.j).

Summing up the above, we can conclude as follows: (a) the idea of continuous enlightenment occupies an important place in the enlightenment policy and in the society; (b) learning competence as an ability and readiness to study using one's own knowledge, skills, motivation and values, is one of the most important competences and carries strong implications for the idea of continuous education; (c) an important place in the learning competence structure is occupied by an ability to manage external resources helping to arrange the student's learning process.

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MODERN APPROACHES TO DEVELOPMENT OF PHYSICAL TRAINING CONTENT FOR STUDENTS WITH ABNORMAL HEALTH CONDITION

N. G. Skachkov, A. P. Pustovoi

Psychic and emotional overloads caused by destructive processes in the society and reduced locomotive activity result in impairment of peoples physical and psychological health. Of special concern is the impairment of children's and young peoples health, and the increase in the number of sick and disabled persons among these categories. About one million schoolchildren are excused from physical training due to health reasons, and the percentage of hypodynamia among them reaches 80%. More than one half of absentees have 2 to 3 chronic diseases, and only 15% of absentees are recognized to be almost healthy. Long term psychic, emotional and social stresses result in the increase in depression, neuroses, drug addiction, suicides and criminality behavior. Later, this group of people moves on to student life, active employment and the reproduction period of vital activity. These trends in our society require a search for radical measures to mitigate and eliminate them, development of new real systems of restoration, rehabilitation and compensation for abnormal locomotive, psychological, emotional and physical abilities of students.

Physical training and sports are the major components of an individuals development and improvement in different age groups. Taking into account the decreasing level of health, one should search for new reserves and capabilities of physical training; and develop non-typical (but realistic) ways for their implementation. It is important to remember that specific features of one's organism that form the potential required for future implementation of various abilities — physical, psychological, moral, etc. — become particularly apparent during the period of an individual's growth and development.

At present, the process of physical training for students (18-25 years of age) is implemented based on accounting of indicators of organism development average for a certain age group, which require a differentiated approach. This period is described by finalization of sexual maturation, somatic formation, etc. Research of students' physical development has shown different anthropometric indicators depending on their physical activity. Decline in students' physical activity due to specifics of their training activities results in considerable impairment of various vital functions of the human organism. A number of professionals believe that in order to adjust adverse impact of hypodynamia, relevant range of exercises required for normal organism development and health preservation should be developed for each individual. Individual exer-

cise performance must become the major argument in determining optimal amounts of physical activity for every student. Required health-improving effect through physical exercises should be reached with strict correspondence between exercises and individual capabilities of students organism. Individual characteristics of the students become priority factors in the search for ways of their physical training process individualization. One of such characteristics to be considered is body weight. It is to a lesser extent determined genetically, and depends more on social and economic conditions of life. One should also take into account natural and climatic conditions in various regions that have different impact on locomotive activity, which describes various adaptation-related changes in the systems of organism. Locomotive activity refers to factors that determine the level of metabolism, condition of cardiovascular, musculoskeletal and muscular systems. In this connection, it seems to be promising to take locomotive activity as one of the factors to determine individualization of students' physical training.

In our opinion, self-actualization of students with broken health has now become an important component of their physical training. A. Maslow argued that an individual is at the same time what he/she is, and what he/she aspires to be. Every student should, firstly, identify his/her abilities and aptitudes, and assess their level in an objective fashion, and, secondly, to define possible ways of their development. Self-actualization is aspiration for the most complete identification and development of one's capabilities, as well as for activation of one's own personal potential. K. Rogers has an interesting approach to self-fulfillment reviewing it in the context of the general personality theory. He argues that it is an intrinsic feature of every individual to aim at complete self-fulfillment, and every person is empowered with strengths that are necessary for development of all his/her capabilities. However, due to inadequate social learning, areas of a given individual's actualization appear to be different, which causes conflict and disadaptation. At present, the most authoritative theory of self-determination is the one offered by American psychologists E. Deci and R. Ryan (1996), whe're self-actualization is considered as personality development through actualization of needs in self-determination, competence, and relationships with others. These authors assert that an individual has three intrinsic needs: in self-determination, in competence, and in relationships with others. It should be noted that empirical criteria of self-determination are creativity, interest, and personal importance as reasons to act. The choice is based on realization of all one's own needs and their comparison with external conditions.

Understanding of self-actualization in the Russian psychology comes from ideas of personality self-development in the framework of person's achieving

the summit of his/her development as an individual, personality and subject of activity (B.G. Ananiev, 1968). A number of scholars consider self-actualization in the context of responsibility, morality and faith (B.M. Bratus', 1988) as a subject of vital activity and life strategy formation (K.A. Slavskaya, 1991; L.I. Antsyferova, 1989), and as psychology of life meaning (A.N. Leontiev, 1997). A.N. Leontiev believes that human capability to move towards self-actualization is to a greater extent related not to intrinsic dispositions or environmental factors, but to unique relationships that are established between an individual and the world. In the opinion of this author, only an autonomous way of personality development that includes consciousness and activity leads to fulfilled human existence, revelation of all the strengths and capabilities, and activation of personal potential. This statement is taken by us as a basis for development of physical training system for students with abnormal health condition.

The physical training program in the "General human science, social and economic sciences" cycle includes sections providing for use of physical training and sports means and methods in professional training of future specialists. We believe that the most noteworthy tasks in this program include: (a) understanding of the social role of physical training in personality development and preparation for professional activities; (b) providing general and profession-specific physical qualification that defines student's psychological and physical preparedness for future profession; (c) gaining experience in creative use of physical training and sports activities to achieve life and professional goals, etc.

The module system for planning and content of students' physical training and education within the continuous education system developed by us includes a specific module called "Motivation and self-actualization", which describes the stages of student's personality development and self-actualization, offers specific ways and recommendations on solving each of the specified tasks.

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SUSTAINABLE DEVELOPMENT OF THE PROFESSIONAL EDUCATION SYSTEM IN THE MARKET CONDITIONS

Kh. F. Rashidov

In its recent program documents, UNESCO has given the highest priority to the quality policy in education. This is explained by the fact that survival of the humankind in the 21st century is related to the sustainable development model, where the law of priority development of human quality, quality of educational systems in the society and quality of public intelligence becomes the key law. Quality of education has always been (and still is) one of the most important challenges of education as a socio-economic system responsible for intellectual reproduction of the human society. The trends in professional education in the leading countries are described as the active search for new areas and methods of the efficient training of a highly skilled and mobile workforce; as well as ensuring sustainability of the educational system as a whole in conditions of intensive socio-economic changes.

Use of the cybernetics research structure for studying social systems implies certain adaptation of the term "sustainability," to typical features of the social systems studied. The phenomenon of sustainability may be defined as stability of a certain condition of the system, as a process of its transition from any other conditions to this one (static sustainability) and as a development path of the system (dynamic sustainability). "Sustainability" does not always mean the ability of the system to maintain equilibrium, though it was interpreted this way initially. For social systems, sustainability may be defined as an ability of the system that functions according to a certain algorithm to achieve the objective of functioning at a certain stage of the system development. According to this definition, sustainability of the social system must be considered with regard to a certain social objective.

There are two major groups of sustainability factors — quantitative and qualitative. The effect of quantitative sustainability factors is that the outcome of the systems functioning exceeds the value of the relevant phase coordinate of the objective beforehand, therefore, even if the value of the system phase coordinate is less than planned due to the influence of external environment parameters, it will in any event get into the objective domain. The effect of qualitative factors shows in possible adaptation of the system to changing conditions of the external environment. The crucial point in defining sustainability is a feature of deviations in actual paths of the system development. Even if such deviations are accidental, one can determine the probability of certain deviation of the

actual path from the objective path in every point, i.e., there is a law of these deviations distribution. Probability of failure of the actual path of the system development to get outside the objective domain along the whole length of the path indicates sustainability of the objective-centered social system; a special case of which is the professional education system.

In this connection, the task of the professional education sustainability analysis, with regard to the objective set, is to determine the limits of the possibility that the system will reach the objective under uncertainty of parameters of the socio-economic environment. While system sustainability is the probability of reaching some measurable social objective, the task of sustainability analysis is to find probability distribution law for the outcomes of the system functioning and to define probability of objective achievement based on the distribution law.

In practice, sustainable development of professional education is defined by "to what extent it is able to foresee future needs (quantitative and qualitative) of the socio-economic sphere in specialists training." Hence, the data point for the professional education system sustainability analysis includes: definition of objectives — the process of defining the system's objective (describing its possible conditions in the future); and objective indication — building conceptual model of the system functioning and development in terms of the objective identified.

When selecting factors for building the conceptual model, one should follow the principle of expedience, i.e., take into account only those factors that actually influence the objective parameters. Another principle to follow is the principle of possibility to obtain the matching quantitative and qualitative dimension of a certain factor, which means that some quantitative measure of effect on the outcome must be defined for every qualitative factor. Implementation of the said principles comes to finding integral indices of the professional education system development.

Such indices, in particular, include the number of educational institutions for professional education and training; dynamics of quantitative changes and organizational forms of their functioning, etc. An increase in the number of educational institutions and a decrease in the number of their types, may serve as an indicator for the professional education system entering the sustainable growth phase.

The status of scientific research and scientific methodology work may be an important integral index of the professional education system development. A host of scientific concepts of professional education development may evidence insufficient sustainability of the existing system and a continuing search for objectives and means to reach them. At the same time, focus on scientific meth-

odology support to educational process in professional education may mean implementation of professional educations social objectives by the science.

Another integral index of the professional education system development is diversification of its finance sources. Public nature of the professional education system not only allows non-governmental finance, but also implies that involvement of social partners has direct impact on the quality of professional education. Growth of non-government investments into professional education indicates matching the system development path with the social objective domain - satisfying needs of the economy for skilled personnel. Diversification of finance sources for the professional education system is often associated with the level of governance decentralization. In our opinion, decentralization is less important for efficient professional education systems and we have not found any facts of absolute effect of this phenomenon on sustainable development.

Hie integral indices of the professional education system development identified may create a foundation for the conceptual model of management in the time of radical education reform.

Integrity and sustainability of the professional education system and the efficiency of its functionality may only be ensured if certain conditions directly related to management are fulfilled. These, in particular, include: a) ensuring education continuity and system functioning support in the transition period, which implies a number of managerial measures that allow minimizing adverse effects of factually parallel existence of two educational systems in the period of the radical education reform; b) Ensuring interaction between the national education system and education systems of other countries in order to support succession in the context of the core world trends in education; c) Development of a conceptual model for the national personnel training system management that is adequate to the innovative nature of the education system development.

The specific feature of education management on national and regional levels is the necessity to ensure internal sustainability of the education system, its continuity, as well as implementation of principles of interaction with other education systems. Integrity may be only ensured through balancing internal sustainability and external interrelation with other education systems. Such balancing is implemented through education continuity. Education continuity implies interaction between institutional structures of education, which ensure training succession in terms of content, technology and organization. Education continuity disturbance results in quite serious problems.

In some sense, while education continuity is the manifestation of an objectified approach to implementation of the succession principle, (which is pro-

ORGANIZATIONAL ASPECTS OF ADAPTIVE PHYSICAL TRAINING IN THE SYSTEM OF LIFELONG-EDUCATION OF CHILDREN WITH COMPLEX DEFECTS IN DEVELOPMENT

L. N. Rostomashvili

At present, the system of special / correctional educational preschool and school establishments tends to increase the number of children with complex defects. The concept of *children with combined defects* has a collective nature, reflecting a combination of various anomalies in the state of health differing as for the extent and the nature. It refers to children with sensory, intellectual, physical and mental anomalies. Every anomaly changes development of the child in its own way, depending on nosology, the extent of restricted abilities, accompanying diseases, adaptivity and the state of the sensory system. Such deflections in the state of health of the children change and sometimes burden the process of their development. Despite a variety of deflections, children with combined anomalies are focused in their development on acquisition of social experience, socialization and integration into the society along with normally developing children of their age.

Researchers in the field of correctional education note that the anomalies having arisen due to combined deflections in the state of health can manifest themselves in insufficiency of intelligence, disorders of emotional and volitional sphere, disturbances of speech, the sensory system, communicative and cognitive activity. The dexterity of these children is characterized by underdevelopment or locomotorium disorder, which manifests itself in locomotive disinhibition or, on the contrary, hypodynamia; in imperfection of the psychomotor system, inaccuracy of movements, equilibrium, differentiation of efforts, visual and motor coordination; underdevelopment of spatial representations causing spatial disorientation and so forth. Hypotaxia is observed in children of all ages and with all combinations of anomalies, making them unable to make consecutive coordinated actions. Their movements are slow and clumsy, which prevents them from correct formation of the main locomotive actions such as walking, running, jumping, etc. They have serious lagging in parameters of basic physical abilities such as endurance, speed, dexterity, strength, etc. Children with impairment of vision and locomotorium have serious underdevelopment of small and skilled movements, as well as gesticulation and facial expression.

A distinctive feature of children having a combination of intellectual and sensory impairments is specificity of development of the mental sphere, manifesting itself in slowness of development of thinking, disorder of analytic and synthetic

activity of the brain cortex, which leads to difficulties in mastering purposeful locomotive actions and forms a tendency to autism. The overwhelming majority of children with combined anomalies have functional disorders of the sensory sphere. E.g., they can cope with the task to differentiate several things by colour, but fail with numerous (10-12) things. They can confuse colours. Narrowing and retardation of visual, acoustical, kinaesthetic, tactile, olfactory sensations and perceptions complicate development of adequate orientation in the environment.

Thus, combined anomalies in the state of children's health seem to be considerably complicating the process of both mental and physical development of the child; and training and education of an *atypical* child requires the most scrupulous attention of various specialists, including those in adaptive physical training, APT, at each stage of development of the personality.

The correctional pedagogical process implemented by APT specialists now is a priority of the lifelong-education system, assuming application of innovative pedagogical techniques, special methods, modes, conventional and non-conventional APT means, as well as psychological and pedagogical support of the educational process addressed to children with problems in development. A particular attention should be paid to protection of the *residual* health and prevention of new anomalies of a natural course of psychophysical development in the critical periods of the children's life (1st, 3rd-4th, 6th-7th and 16lh year), when the organism of a child is liable to various external influences and overstrain of adaptive mechanisms. In this connection, the importance of lifelong sports education and continuity of educational programs on adaptive physical training of children of preschool and school age is becoming topical. Development of modern correctional educational programs assumes account of educational needs, features of both physical and mental development of children with special needs. Account is taken of both general features of development of all children and those typical only for a certain category of children, as well as sensitive periods of development of their physical abilities, which can be shifted in children with problems in development. Development of correctional-and-developing and health-saving programs for preschool and schoolchildren assumes continuity of requirements and is designed to form, develop and correct the locomotive sphere of children with combined anomalies, teach them ways of communication under conditions of sensory and other restrictions, as well as prepare them to labour and professional work. This technique is based on the principle providing recovery of damaged functions whenever possible, as well as simultaneous correction of secondary deflections in the state of health.

The primary educational goals in the lifelong-training system include: development, correction and compensation of anomalies in the locomotive

sphere both at the early and subsequent stages of development of the child with conventional and non-conventional APT means; prevention of secondary deflections in the State of health caused by combined anomalies; training to use safe'analyzers in APT; psychological and pedagogical help and support; regulation of psychological and emotional state of children engaged in APT. Adaptive physical training also solves problems of social adaptation, being the basic and the ultimate goal of the entire system of correctional work with children having combined anomalies. The priority in organization of APT for children and teenagers with combined anomalies is to form an active and optimistic outlook in them.

Trending of development of adaptive physical training testifies that persons with deflections in the state of health are being gradually provided with correctional educational conditions for physical training. They include: creation of conditions for diagnostics of physical development and physical readiness; special programs on correction of locomotive anomalies and physical after-treatment of children and teenagers, adult population, showing continuity in sports training; provision of persons having combined disorders of hearing, vision, locomotorium, delay of mental development, mental disorder with technical means to teach them locomotive actions.

Thus, correct organization of lifelong sports training is the basic factor of maintenance of physical and mental development of children, teenagers and adult population with combined anomalies.

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ESSENCE AND PARTICULARITIES OF EDUCATIONAL SERVICES IN MARKET ECONOMY

M. G.Sergeeva

For definition of essence of educational services and revealing of their features it is necessary to analyze the concepts «educational service» and «sphere of education». In L. V. Agapova's opinion, educational service is personated education, education of a separate person according to hisindividual abilities, opportunities and desires. The need in educational services is a desire of the person to receive education as a service, i.e. according to his abilities and opportunities. The modern humanitarian understanding of the contents of education treats the system of educational services as a certain welfare environment of the man with his values and needs, interests and self-expression, purposes and self-development.

Educational services rendered by educational institutions, are goods and have the certain features which should be taken into account at an estimation of competitiveness of an educational establishment: (a) intangibility of educational services (lectures, the practical lessons given by teachers of an educational institution, are not embodied in a ready product); (b) overlapping in time of process of manufacture and consumption of educational services; (c) inseparability of educational services from a concrete physical person (many-courses are conducted on methodical materials developed by lecturers themselves , there are also so called author's courses); (d) inconstancy of quality of educational services (the potential of the teacher, his conscientious attitude to educational process, physical and psychological condition affects); (e) impossibility of storage of educational services. On the one hand the service cannot be prepared as the goods and to store in a warehouse, but it is possible to make beforehand, for example, various manuals, methodical instructions training programs on computers, etc.; on the other hand, the information received by-students during training, is forgotten and becomes outdated after a while.

Educational services differ from other non-material services on the consumer properties: they satisfy needs of the person in spiritual and intellectual development, in acquisition of a specialty or qualification. Except for it the following specific features are inherent for educational services: (a) the level of educational service depends on the previous level of preparation of the student, his abilities and desire of consumption of educational service; (b) consumption of educational service leads to perfection of quality of specialist; (c) from the point of view of the consumer, there is a time interval between the time of

acquisition of the educational service and the moment of reception of material benefit; (d) educational services differ from other services, as a rule, in higher cost which is consequence of higher qualification of executors of educational service; (e) educational services benefit not only to the user (student), but also the society.

From the point of view of the customer and the consumer of educational services, each service should have certain borders, filling, cost and other parameters. The subject of service should meet the certain requirements, and the service itself should be definitely structured. First of all, the purpose of education should be really achievable: what expects the customer as a result of rendering service. The same purpose can be achieved by various ways, different educational tasks can be applied for realization of the purpose. Therefore the customer or the consumer of service should know the ways with which help the purpose will be achieved. Thus every way of training will have its values of parameters: cost, duration , volume of knowledge. It is very important to determine with the customer beforehand the way of the control of consumed educational services. One of the important features of educational services as a whole is that they are produced and consumed simultaneously. But thus educational service is always a long enough process.

Thus, the educational service includes the following components: purpose; desirable result; educational tasks, providing achievement of the purpose as every way of training should be accompanied by determination of parameters; control of results of consumption of educational services.

Educational services should correspond to uniform criteria of quality, developed by bodies of the state, municipal or public management of education or by international organizations. The sphere of education, on the one hand, integrates various forms of components of educational activity into a uniform subsystem of the society, on the other hand it acts as a field of interaction of educational process, educational activity. The special place in the education system occupies the vocational training. In Zykova V.V's opinion, the system of vocational training is formed proceeding from needs of regional labour markets for preparation of experts and qualified workers and possesses the following important properties: (a) it is an open system to which dynamic interaction with world around is peculiar and which gravitates to increase of complicatedness and differentiation; (b) it is nonlinear (there is no rigid determination in it, it is impossible to predict unequivocally an end result in it); (c)it is in a certain measure self-organizing, capable to reflection, quantitative and qualitative enrichment, permanent transformation which continuously pass in the external and internal environment.

Specificity of the market of educational services, distinguishing it from other markets, will be, that the buyer pays a non-material service, expecting to receive income from this service. The seller undertakes to realize an educational service for certain time (term of training) by general educational and vocational training, retraining or improvement of professional skill of workers by means of the program. Under E. N. Sagindikova's statement, the market of educational services is formed and functions on the basis of freedom of the consumers choice of the structure of services and the educational institution and the right of all citizens on reception of initial, base vocational training on a competitive basis, and also conversion training and improvement of professional skill under the initiative of employers, services of employment and their own initiative.

Many works of domestic and foreign authors contain an important theoretical and methodological position, which states: education cannot be carried out only under action of the mechanism of market relations because one of the bases of these relations is a system of closed, egoistical, individual - personal or limited - corporate interests of separate groups and layers of the society.

One of the problems of the further development of the system of vocational training, increase of its final productivity is definition of rational ways, means and methods of its inclusion in the formed system of relations of market economy: definition of rational ways, forms and methods of distribution on system of vocational training of system of market relations.

Translated by author

MODEL OF FORMATION OF COMPETENCE THE TEACHER OF VOCATIONAL *TRAINING* *NEW* TYPE IN SYSTEM OF LIFE-LONG EDUCATIONS

N. R. Shametov

For maintenance of a necessary skill level during all period of professional work the teacher of vocational training requires constant updating general technical

and special knowledge according to achievements of a science, technical equipment and technologies. In the given situation its basic qualities become pedagogical creativity of, ability to operative reception and formation in system of the sum of special knowledge and practical skills, skill to adapt for continuously varying conditions of activity, professional mobility. Formation of the given qualities of the teacher is a condition of its continuous vocational training. Increasing attention of scientists involving recently and practical workers. Thus in created system of life-long education the special place occupies a part« an average of professional educational institution - pedagogical high school ».

In spite of the fact that training under the reduced program already practices high school of graduates of average professional educational institutions, has given positive result and it is accepted as one of directions of reform of the higher school in Kazakhstan, however it is necessary to note insufficient efficiency of continuity between the given educational levels that it is possible to explain the following circumstances: (a) inconsistency of the state educational standards of the supreme and average vocational training; (6) insufficient exploitations scientific maintenance of realization of principles of unbrowken educations; (в) absence of differentiation in terms of training depending on previous education.

On the basis of the analysis of an operational experience of average and maximum supreme professional educational institutions in 1999, we had been developed the Concept of formation of system of continuous vocational training in conditions of development of market economy which is focused on achievement by trainees of professional competence of new type. Positions of this concept have been based creations of a complex of continuous vocational training on the basis of Almaty industrial-pedagogical academy nowadays - Almaty humanitarian-technical university. It also has formed a theoretical basis for designing model of formation of professional competence of the future teacher of vocational training of new type, and includes two completed, succession and integrated of connected among themselves steps of vocational

training - college and academy. Integrity of the model created by us allows to unit college and high school in the uniform pedagogical system focused on preparation of professionally competent teacher of vocational training of new type (at reduction of terms of reception by youth of the maximum supreme vocational training, and, hence, and reduction of expenses by preparation of experts with higher education).

On the basis of the analysis of professional work, the requirements showed to the engineering-pedagogical staff in conditions of life-long education, studying of the theory competences the approach in vocational training, we had been formulated and specified concept « the teacher of vocational training is new such as». The teacher of vocational training of new type is the competent expert possessing professional mobility, creative activity and readiness at a high professional level to carry out the integrated pedagogical function of the teacher of special disciplines and masters of the inservice training having at it working qualification at a level are not lower the third category on a prepared speciality.

Preparation of professionally competent teacher of vocational training of new type in system the «college - high school», constructed on the basis of a principle of integration of educational structures, promotes achievement of the following purposes: (a) maintenance of a continuity of vocational training; (6) realizations of continuity of steps of average and maximum vocational training; (в) orientations educational process on satisfaction of requirement of the student in professional self-realization. A basis for formation of professional competence of the teacher of vocational training of new type in conditions of the above-named educational complex is its fundamental preparation which result will be key competence.

To the student training under the reduced form of training, after the ending of high school qualification «the teacher of vocational training» is given. However, it already the teacher of vocational training of the new type, combining functions of the teacher of special disciplines and masters of the in-service training owning qualification on a loss are not lower than the third category by the certain working trade.

On the basis of above-stated it is possible to draw the following conclusions:

1. About necessity of introduction competences the approach in system of continuous preparation of teachers of vocational training;

2. The developed model of formation of professional competence of the teacher of vocational training of new type in system of continuous education "college - high school" allows to provide continuity of various steps of voca-

tional training and it is essential to reduce terms of preparation of the teacher for professional *school;*

3. The carried out skilled - experimental work has allowed to ascertain, that introduction in educational process of model of formation of professional competence of the teacher of vocational training of new type in system of life-long education «college - high school» has led to positive changes process of formation of all components of professional competence of the teacher.

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INNOVATIVE ORIENTATION OF FORMING COMMUNICATIVE FOREIGN LANGUAGE COMPETENCE

N. I. Sherbakova

Innovative activity directed on introduction of various pedagogical innovations has special value for increase of efficiency in teaching foreign languages in professional educational institutions. Innovative activity demands psychological reorganization of teachers' activity. To change educational process, to bring in novelty to it it's necessary to overcome some out-of-date stereotypes of activity and to replace them with a new more perfect experience.

The deep dissatisfaction with absence of interest of students to study often acts as a main element of starting motivation of the teacher. The feeling of the dissatisfaction gives rise to innovative activity, is transformed to the dissatisfaction with activity ways. The teacher begins searching for ways of perfection of educational process, for strengthening students motivation to study and achieve mutual understanding. From many possible variants of perfection of work methods revealed during the search, teachers get out such ones which answer their inquiries and opportunities, propensities and professional credo most of all.

The chosen way forms a basis of the innovative program, which provides updating various elements of pedagogical activity: its contents, forms, methods, activity style, and all its technology. Then the new idea is realized, passes practical approbation. The way of action can't give expected results at once after having been found, it should be corrected and polished.

Results are expressed not only in successes of students, but also in feeling of satisfaction of the teacher. For example, our idea to strengthen motivation of students to studying foreign language, having constructed its contents so that it meets needs of students and expands their professional outlook, has passed a long way from selection of the contents and search of adequate ways of its realization before the first results - use of professional literature in foreign languages for preparation of course and diploma works.

One of the forms of productive educational activity of students which allows to realize to the full tasks of formation of the communicative foreign language competence of students in process of mastering the professionally - guided program of foreign language is a project technology. The project technology is one of the teaching technologies, including foreign language technologies, based on modelling of social interaction in small group during educational process at when students take not only individual, but also collective responsibility for

the solution of an educational problem, help each other, responsible for success of others.

Creative team activity of students during work at the project not only makes the process of training more interesting, but also considerably more effective. The project technology can be considered both as a method, and as pedagogical technology. In educational process the method of project technology, being a complex kind of educational activity, integrates its various aspects directed on the decision of certain practical, information, research and other problem and creative tasks.

In professionally focused program of foreign language the project technology can be effectively used at all grade levels, but its role is especially important at the stage of mastering a foreign language in the field of a specialty. Project work during studying foreign language carries intersubject character.

Conditions for integration of subject knowledge develop in the system block «foreign language - professional subjects » what allows to consider examine the given method both as effective means of formation of the communicative foreign language competence of students in the field of a speciality and as means of expansion of their professional outlook due to the information received from foreign language sources.

Orientation to creation of the certain material end product makes educational activity of students more productive, and reduces break between educational and real use of foreign language.

By character of the end-product of project activity in professionally focused course of foreign language the following kinds of projects may be discerned: (a) information and research projects (the review of new technologies in a trade on the material of foreign editions and materials of Internet - sites); (b) publishing projects (bulletin board newspapers, magazines, albums); (c) script projects (scripts of video of films, organization of discussions, talk - shows); (d) computer presentations of new international technologies in the professional field; (e) creative works (a'composition on a certain theme); (f) translation of an article, a selection of articles on a certain theme from foreign editions.

The project technology creates optimum conditions for development of such personal qualities of students as ability to acceptance of independent critical decisions, susceptibility to the new information and ability to reinterpret it creatively, ability to see a problem or a situation in a new fashion, openness to new ideas.

Thus, the project technology can be considered as an effective way of mastering a foreign language as during performance of project work natural conditions for mastering by students certain aspects of foreign language are created.

It is also a way of real use of foreign language. Project work can also serve as criterion of the level of knowledge. On this basis project technologies can be included in curriculums and plans as an additional creative component of the contents and form of quality estimation of foreign language knowledge.

Translated by author

THE CONTINUING EDUCATION OF TEACHERS: PROBLEMS AND PROSPECTS

I. A. Siyalova

The teaching profession, according to the classification system of E. A. Klimova, belongs to the person-to-person category, which implies that a teachers role is theoretically to influence another person with the aim of shaping and developing his personality. This is indeed the basic aim of the teachers role. The motivation of a teacher and their direction in achieving the goals of upbringing and study are of significance. A teacher is a mentor, who feels all the weight of the sacred responsibility upon him for the fate of a person who believes in him, for his spiritual, intellectual and physical state, for the future of his country and indeed all of civilisation. This feeling is of particular note for psychology teachers and must make up their subjective characteristics, which give them the moral right to teach psychology in schools. The ability to reflect is viewed by many students as an essential and professionally significant personal trait for every teacher. This characteristic is of utmost importance for teachers of psychology. Such an ability, from our point of view, is not only an invariable subjective characteristic, but also an essential component of a teacher's professional role. This trait manifests itself in the form of reflective analysis of the process and results of the pedagogical role. The ability to analyse the influence of teaching on the formation of the student's character is regarded as an individual component of the teacher's professional development. The importance of professional development as preparation for a teacher of the psychological education of school-children applies not only to psychology teachers, but to all teachers.

Increasing the professional competence of every teacher in the sphere of psychology is impeded by circumstances: a) a complete concept of the teacher's work has not been developed, which could act as an indicator of efficiency from the position of a systematic approach; b) there remains a divicie between the teacher's psychology of studying and the psychology of the student etc. In teaching groups, retraining and increasing the teacher's qualifications in areas outside the main goal is essential: training of a qualified specialist should successfully resolve the task of teachers' profound knowledge of psychology, which will provide them with vital help in their pedagogical and instructional work.

The problem of the quality of continuous education, further qualification and retraining of specialists under conditions of the globalisation of the world community can only be solved when education affects the deep internal pro-

cesses of man's development, man's mentality and thinking process. Continuous education should form man's capability for self-diagnosis, self-reflection and self-correction of his professional knowledge, and the high level of professional competence - the adequate self-evaluation of professional qualities, ability to self-regulate and for self-control in various aspects of his professional psychological role.

At present, researchers have identified the following basic groups of professional tasks which together make up the contents of further qualification: (a) to see the child's character in the context of the educational process; (b) to create an educational process aimed at achieving the goals of education; (c) to create and use the school's informational and educational environment; (d) to establish cooperation with other parties in the educational process; (e) to plan and attain professional self-education.

These changes in the nature of higher qualifications are reflected in the tendency of change in the whole formation of its nature: from separately examining given professional tasks, to the task, which should reflect strategic tendencies in the development of education. Such a formation of the nature of continuous education of skilled teachers leads to the realisation of an increase in the proportion of tasks oriented towards the development of professionally important qualities in the pedagogue's character, and towards the development of reflection on past experience in the professional capacity. The next tendency which appears in the practice of the continuous education of teachers is connected to changes in the formation of programmes of further qualification of pedagogical leaders. These programmes should be formed according to a modular principle, allowing pedagogues to plan an individual educational route and efficiently combine individual and group work, and change the structure of groups in the process of studying different modules.

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READING AS A LIFE-ASSERTING FUNCTION OF CONTINUOUS SELF-EDUCATION

V. 0. Skitnevsky

Reading is a historically important phenomenon of both education and culture. Being a communicative intermediary for contemporaries and gone, it settled down long ago and substantially in the system of intellectual perfection's instruments of a man. Having become one of the basic cultural practices of a man, reading has the right to be considered as a specific anthropological value. The fact that global occurrence of reading has always been and stays in accord with vital peoples necessities is self-evident. No one will deny the fact that modern education is impossible without reading.

The present-day situation in the system of education is connected primarily not with elementary literacy of people (though it still takes place nowadays!), but with functional one. Nowadays we should talk about the broadening of the scope of expertise, i.e. the scope of professional knowledge. It would be better to talk about the individual expertise, which is obliged for an individual, who is taking part in the modern social-economic reform of the society.

1. *Studying reading.* The phenomenon of a reading being in its genesis and development should be based on achievements of all sciences studying a man. Unfortunately, the problems of reading are researched poorly. They are continued to be researched proceeding from private and particular problems but not fundamental and basic ones, and cracking subjective and unimportant problems. Judging subjectively we should notice that the problem of reading in the context of self-education in Russia has been researched for a long time, though rather in series. These researches were started by famous Russian bibliographer and man of literature N. A. Rubakin in the end of the 19th century. He worked out the methodical system of books popularization, reading instruction and self-education. His popular work "Letters on self-education" was widely used in 1920-1930s. This work was the first to consider the socio-psychological nature of self-dependent reading.

The works which introduced reading as a form of applied philosophy appeared in Russian pedagogics in the beginning of the 20th century. So a well-known philosopher and teacher S. I. Hessen considered the process of free self-education to be a stage in the autonomy of person's development. He thought that the stage hasn't its end. He represented person's education as an eternal traveling and that is why he considered that "it is important to give the complete theory of self-education means" as the scope of communication is consistently broadening combining in itself not only the present generation with

its creative search, but the past and even the future ones [3.p.217]. So to read means to *think, to theorize, to* philosophize. During the soviet period there were no comprehension of the self-dependent reading problem, if not to mention the works by A. Ya. Aisenberg and his followers (E. M. Naglovskaya, L. B. Basina, A. G. Gromtseva and others) [1]. They considered self-education as a necessary component of any education, as a mans desire to obtain additional scientific and cultural information apart from that given in educational institutions. They also didn't avoid the fact that knowledge became out of date, while independent reading could be the best way of refreshing it. Meanwhile their deductions had no great social meaning. The problem of educational reading itself stayed beyond the bounds of deep philosophical thoughts. In other psychologically-pedagogical researches the problem of self-education was considered only from the point of view of self-instruction, but not as an instrument of the integral person's development, as well as the mechanism of its self-realization.

The richest empirical material connected with the psychology of reading shows that the majority of readers comprehend the read information (object, phenomenon, objective reality in general) from the point of view of their highest possible originality, integrity, integration. And the more often he sees the integral world in the texts, he himself becomes more integral. This process has been convincingly observed by A. Maslow. He wrote that "A self-relevant person possesses psychological health; his vital necessities have been satisfied. And the life-work he has faith in, the profession he devotes himself to completely become the precondition of both health and satisfaction for any self-relevant man. If he says "my occupation", he implies his mission in life [4.p.204]". Being the highest form of book usage self-educational reading gives the possibility to establish the most vital for self-perfection ties with the outer world. This possibility is achieved only in the presence of reader's motivated ambition, will and ability to get on with his inner world, which in its turn gives its consent to become integrated and complete.

We'll pay attention to one more circumstance. Whatever reading is there is always the permanent basic structure in the form of the triad "text - reading - reader" in it. Reading is the most mysterious of them. This component is the most stable in the given triad. Moreover the first component, that is text, starts working from it. From the point of reading the text gets the reader's evaluation which is dependent on the level of understanding and comprehension. But regardless the evaluu,;on the text itself stays in the primeval form. It cannot change itself after having been read. And the third component - a reader - changes itself according to the level of the second component's creativity, in other words it depends on the process of reading proportionally. If reading was creative, if it helped to find a new idea and to comprehend something, so the

personality of a reader would change. Even if the reader didn't notice it at once, he would pay attention to it in the process of interpersonal communication or during his personal creative work. The similar triads in the structure of reading activity have been noticed by researchers, mostly by literary critics, long ago. For example, the research of O. B. Khovov devoted to three-dimensional structure of the activity (ascertainment, structure, remarking) leads to the discussion about other aspects of education. He offers his own "language" to comprehend the theory of activity based on constantly nascent triads.

2. *The process of reading itself is a process of philosophizing.* The reader's philosophizing is mostly aimed at texts which narrate about doubts, astonishment and insight, especially if the author puts his characters in the task- and problem-oriented situation. No one doubts that a reading man has speculated over the text at least once in his life. We shall not discuss his systematical philosophical introspection. But we shall replace this conception by "creative thinking". Being urged by cognitive interest, staying on the threshold of the knowledge the readers are always in need of the dialogue with a good company, who is able to listen to them, and even to sympathize.

Reader's interpretation based on logical propaedeutics can bring him to the critical word usage. And the more the reader reflects on the text, the more "building material" for the critical attitude to the reality he has got. Such manner-of reading brings the reader to his own interpretation closer. It makes the reader think about the values of the text which will help him with self-education and even with self-assertion of his own personality.

3. *About the inner speech openly.* These are the words of a well-known Russian philosopher V.S.Bibler, who investigated thinking from the point of view of its creativity. He recommended paying attention to the methods of reading theoretical texts used by Hegel, Descartes, Leibniz, who were able to discern the inner and implied text within the limits of the given one [2.p.140].

It is logically to think that self-educational reading is nothing but a process of active philosophizing which creates irresistible need to recall the object of reflection. It means to recall something which doesn't exist for the reader in reality, but soon will be thought over and comprehended why IT exists this way but not the other. This very process of "comprehension" is probably the final result of self-educational reading.

Trying to combine everything convincing and constructive we shall offer the following philosophical system of basic prerequisites for the continuous self-educational reading.

Being a necessary condition of the continuous self-education, reading has its own forms of existence, which "guard" it without permitting either to dis-

appear or to merge with other forms of intercultural communication. More than that reading still performs the unique anthropological function of a man, staying the basic means of its socio-cultural mobility. With the introduction of writing reading has no equal in the process of education. It is still the most priority means of getting information.

There is every reason to see the source and the development of self-educational reading much earlier, i.e. in the parents' pedagogical conscience. However this unique subsystem of education goes through terrible crisis nowadays. According to the history of universal culture the sources of self-educational reading used to be born on pages of home collections. Unfortunately the present day children's reading has been consigned to oblivion. That is why new standards of preschool education are necessary. These standards should include physical development and mental skills, among which the priority place should be given to reading with the elements of semantic and logical introspection.

There appeared tendencies to support schoolchildren's practical and professional orientation by enthusiastic self-educational reading. A specially created pedagogical system aimed at children's joining the library and bibliographical culture should become the basis of this process. And this system should be in harmony with the culture of thinking. All these will create the necessary prerequisites for the increase of reading culture level.

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THE ENVIRONMENTAL ASPECT OF THE SUSTAINABLE *DEVELOPMENT CONCEPT* *AND* CHALLENGES OF CHILDREN AND ADULT EDUCATION IMPROVEMENT

V. N. Skvortsov

The report is dedicated to the environmental aspect of the sustainable development concept, specifically, it is dedicated to the challenges that it sets to education.

As understood, sustainable development is know as stable and balanced socio-economic development that does not disturb the natural environment; and ensures the continuous development of society In other words, it is development that satisfies present needs and at the same time does not jeopardize the ability of future generations to satisfy their needs.

Initially, threats were primarily associated with resource limitations of economic and demographic growth. Now, more attention is also paid to social risks. Development of the relevant conceptual structure was started by the International Commission for Environment and continued by the World Bank. It interprets sustainable development as a process of assets portfolio management, which portfolio includes physical capital, natural resources and human capital. Even in this interpretation sustainable development is oriented towards long-term perspective and related to the global economy. At present, scholars work on specification of sustainable development tasks for more foreseeable perspective and more local economic systems. For example, the concept of adaptive stable development is a sort of "more precise" definition of sustainable development [1]. The author interprets it as a model providing for accord between the state, economic entities and society.

Priorities of social development can only be changed through development paradigm shift in social consciousness. That is why the Sustainable Development Concept (adopted at the U.N. conference in Rio-de-Janeiro, 1992) contains, among its 27 guidelines, ideological principles aiming at overall popularization and new generations' education in the spirit of care of nature. In other words, politicians in different countries were recommended to provide national education concepts, including those for continuous education, with a problem-targeted focus on challenges of environmental protection, environmental safety, implementation of non-waste technology, and regular reclamation of industrial and military wastes, i.e. preservation of the planet that the entire humankind faces.

Incorporation of sustainable development priorities into strategic plans for the country development was started in Russia immediately after adoption of

the Sustainable Development Concept. Already in 1994, the Ministry of Environmental Protection and Natural Resources and the Federal Environmental Fund announced the all-Russian competition for development of a draft concept of shift to the sustainable development model. The concept had to ensure a balance between solving long-term socio-economic development tasks and keeping the environment and natural resources in good condition to satisfy peoples vital needs. The program for Russian education modernization (2000) provided for introduction of ecology courses in schools; and teaching of these courses started a year later.

In our opinion, environmental problem-targeted focus of education is implemented along two patterns. Firstly, through shaping environment-centric thinking with educational process actors -teachers and students; and secondly, through teaching careful and responsible attitude to nature in practice. It is self-evident that the most important spiritual values and care of the surrounding world should be assimilated from the childhood. Therefore, understanding of harmonious natural and social development should be shaped from early age, primarily, as a moral concept.

It seems that imparting care of nature to a child should be based on admiring preserved nature, and empathy, compassion to ruined woods, rivers, animals, as well as on intolerance to such things. Such an approach matches both children's emotional responsiveness, and Russian mentality - to teel pity in a wholehearted and disinterested manner; and not because you lose a lot due to disappearance of something. This may be called "soul ecologization".

Such feelings and senses should be provided with rationale in a more confident manner at the school age by identifying a biosphere-centric aspect of the world cognition. Ecologized thinking provides for digestion of knowledge about balanced nature management that is structured in a certain way. For the first time, a person comes across such sort of knowledge within the general education system.

As known, at present Russian schools are used to module-based teaching of ecology, when environmental problems are considered on a step-by-step basis in relation to some aspect of social life (technical progress, urbanization, culture, people's health, etc.). The focus is usually set on negative social consequences of natural environment degradation. However, there are much broader opportunities for smooth incorporation of idea about harmony between a human and nature in education. One of the major principles of balanced nature management is that anthropogenic impacts on the nature should be implemented in increasingly strict compliance with the natural laws, without attempting to cancel, overcome or disregard them [2]. Studying every natural law may be smoothly supplemented with stories about potential risks of its disregard, or

about actual minor or major catastrophes that resulted from our ignorance or disregard of such natural laws. Such an approach will also benefit for better digestion of the training material.

Many teachers quite rightfully see certain limitations to such vision of environmental education in certain discreteness of general education. It shows in the structure of teaching process, which is shaped as a set of disciplines that are not completely consistent in terms of content, methodology and value. Therefore, a long-term task should be broader and encompass elimination of content and methodology barriers between individual subjects that reveal various aspects of socio-economic systems functioning. Their availability as such is an obstacle to reaching possible harmony in natural, cultural and social being of a human.

The sustainable development concept requires reviewing and updating the vision of professional education in many respects. Traditionally, unlike general education, it would focus on a system (economic, biological, technical, etc.) that is "owned" by a given profession. But since nature destruction is to the greatest extent caused by peoples professional activities, the system of professional education must also change. A qualitative leap is needed from attempts to teach thinking exclusively in terms and laws of a professions "own" system (area of activities,) towards attempts to help a future specialist to realize the major challenge - i.e., to preserve biosphere as a natural basis for the entire life on the globe - and to teach them to match professional goals with that. This is the general idea.

As to the tasks of professional education in the foreseeable future, the major focus at the current (imperfect) stage of nature management development should probably be set on the following perspective. In his/her professional activities, a graduate must possibly aim at minimizing anthropogenic transformations and try to eliminate their consequences on a step-by-step basis. Naturally, this complicates the process of objectives definition in the framework of multiple types of professional activities. Sometimes it is quite difficult to build a tree of purely professional objectives, while additional "supra-professional" objectives related to the major challenge common to all mankind will require extra knowledge. For example, when selecting resources to solve tasks on a certain level (which is the way to build a tree of objectives), one should remember possibilities of factor substitution and supplementation. Moreover, this will require alternative thinking. It seems that such knowledge and capabilities must be referred to as professionally important components of education for all professions directly related to nature management.

However, it would be wrong to reduce everything only to theoretical understanding of what is required of people to make sustainable development a reality. Understanding not supported by ability to act in accordance with such

knowledge is useless for the world and hard for the individual him/herself. It is necessary that knowledge is supported by relevant abilities and skills. Since many types of professional activities include nature management, development of such skills must be a mandatory component of the professional education system.

It is insufficient to acquaint a student with global problems that mankind faces through applying anthropocentric approaches and disregarding biosphere-centric approaches. Nor is it sufficient to acquaint him/her with environmental principles that picture "correct" relationship between a human and nature. It is necessary to teach the student to comply with those principles in his/her professional activity through purported imparting relevant competences. Such competences are still to be realized, shaped and supported by methodology to teach them. By the way, it is also necessary to develop non-professional competences to be implemented in non-professional activities (civil or private), regardless of the persons role, in every case in the framework of "man - nature" relationships.

In our opinion, these tasks require updating educational content based on a competent approach. As known, it is deemed supra-discipline; hence its implementation requires review and harmonization of certain educational disciplines. In this connection, a problem of overall interaction and integration of disciplines permeated with unified value and meaning benchmarks arises again at the level of professional education due to implementation of the sustainable development concept. Moreover, to shape competences, the entire educational process must be structured in a project- and activity-based form.

A truly competent specialist must be at least able to understand the relation between his/her knowledge, skills and the existing situation, and then repeat once taught methods of action in the "man - nature" system in a recognizable situation. Moreover, in case of non-typical developments, he/she must be able to find new methods of action that would fit the situation. Thus, the models that allow teaching an individual to combine creativity and responsibility in his/her actions must find their place in general and professional education within the competence-based approach.

Let us consider such models in more detail. The anthropologic approach in education calls for taking ones individuality (including that of ones childhood) into account as much as possible and thereby provides great opportunities for building educational process — unique opportunities for child's gaining individual experience in interaction with the world as a complex socio-natural system. This approach enables building socialization process as a process of specific child's individual life in a quite specific socio-natural environment. Through ac-

tivation of cognition, this process must be built with the help of a teacher based on a certain model. Although the process aims at a child's gaining personal experience of creative life, taking into account his/her individuality, this experience should "rely" on some general, axiomatic provisions of moral attitude to nature. Such moral imperatives (which deserve special attention), must not only concern development of child's creativity aiming at transformation of the surrounding world, but also nurture responsibility for implementation of his/her creative potential towards nature and society, howsoever solemnly this sounds in relation to a personality being shaped. Such complex and multi-purpose tasks require activation of teachers' creative efforts, updating methodology toolkit and creation of new educational models; including environmental training and education.

One of the interesting educational models (in our opinion) that meet such requirements, is a "spiral of child's creative individuality rise", which reveals the sequence for assimilation of integral experience of creative life. The model includes four triads. The content of the first spiral turn is "cognition - trying to understand - understanding"; the second is "definition of objectives - planning - execution"; the third is "analysis - judgment - attitude"; and the fourth is "self-improvement - consequences - self-reflection".

It is supposed that if educators (teachers and parents) follow the logics of this model, then whatever area of the world the child perceives, his/her performance will be of a systemic nature, which will prevent a one-way approach. Such results that do not appear at once are at the same time benchmarks of the educational process. They present a certain sequence: "interest towards creation - satisfaction - pleasure from the activity in spite of difficulties, possible failures and crises - perception of creation meaning for a human - realized responsibility for creation results - stable need in creative life [3].

Again, we find such an approach specifically valuable due to the fact that a child is taught to correlate and balance values of Creativity and values of Responsibility for results achieved. Thus, from a young age, a child begins to understand that any transfof mation of the world is an exciting process and a great creative enjoyment; but also a great responsibility. "You have initiated something new, but the world should not become worse after your intrusion".

Apparently, the experience of a child's creative activity in interaction with nature may be implemented in various forms. Certainly, not every case of man and nature interaction must and can be implemented in educational institutions. A certain part of this "burden" is a family's duty. Words that suggest that nature is a kind and careful mother to all people, heard from none other than a parents lips, will cause an unconditional trust within a child. An ordinary trip to the countryside with parents can leave a deepest trace in his/her soul and

impart rules of careful attitude to nature for an entire lifetime (provided the adults follow those rules themselves).

At the same time, making students accustomed to purposeful environmental policy can be, perhaps, more systematic in an educational institution. Firstly, school provides more opportunities to carry out such activities on a more purported and regular basis, for instance, in the form of extracurricular activities. Secondly, in that environment a student has a stronger sense that his/her activity is a part of some system. Thirdly, such activities rely on a didactic foundation of the educational process, where curricular and extracurricular forms of education and training are smoothly combined.

Apart from getting familiarized with basic areas of the environmental policy at the federal and regional levels, teachers may involve schoolchildren in practical solving environmental problems at the local level. Interaction with municipalities will enable educational institutions to become actors of local environmental policy, and allow schoolchildren to be engaged in meaningful activities and opposed to environmental destruction in practice. Furthermore, it is important to ensure incorporation of such students' activities in unified environmental policy within the system of professional education and adult education.

The general conclusion is that the entire logic of individual's training and education within the continuous education system (from primary socialization to further adaptive involvements) must be built, among other things, on the principle of smooth convergence of the nature-transforming and nature-preserving principles.

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ROLE OF UNIVERSITIES IN FORMATION OF A SUSTAINABLE SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION

V.N.Skvortsov

The main target set in the present report is, first, to disclose the university potential in the real conditions of the Russian economy; and second, to outline possible forms of effective interaction between the university educational potential and the industrial branch structure of the region as an important condition of its sustainable development.

1. Educational potential as a basis of strategic planning of the university. If we asked ourselves what fundamental processes in development of the state and the society in the last 10-15 years made and go on making the greatest influence on formation of a new model of universities; we would differentiate three of them: the processes of market economy, the processes of formation of a civil society and the processes of regionalisation. Formation of real federalism strengthens economic autonomy of the region, simultaneously raising the extent of its responsibility for the whole set of economic and social development of the territory. However, the economic and social institutes of the region, including education, have to maintain the regional needs. Aiming to supplement rather than substitute the practice of strategic planning of economic and social development existing in the regional regulatory bodies, including that of institutes of higher education; we would think it expedient to offer some theoretical representations of the potential of the region in general and its subsystems in particular.

The potential of the region is understood here as a set of labour, material, financial and information resources really used, potentially available now and expected in the period under review. We also spread this conceptual comprehension to the educational potential of the university. The approach we offer is based 011 correlation of development of the educational potential of the university and the potential of the region. It does not follow that development of the university is entirely subordinated to the interests of the region; it actually means that the educational potential of the university is to a certain extent focused on development of the basic subsystems of the regional potential. Here we ask ourselves again what development is meant? Experience of the last decades has shown that temporary economic development and short-lived growth of economic indicators unsupported by a reliable resource potential can result in tenfold economic losses. That is why the concept of sustainable development adopted in 1992 in Rio de Janeiro at the United Nations Environment

and Development Conference is winning increasingly more supporters in the whole world, including Russia. The major document adopted at this conference is referred to as the *Agenda of 21st Century.*

The *Agenda of the 21st Century* pays much attention to regional institutional structures, local government bodies, their role in creation of conditions for sustainable development and involvement of all social groups of population into this activity. This problem is considered separately in Chapter 28 referred to as the *Initiative of Local Authorities in Support of the Agenda of the 21st Century.* The first article of this chapter makes a generalizing conclusion: «As roots of many problems covered by the *Agenda of the 21st Century* and their solution are connected with local activity, participation and cooperation of local government bodies is a determinative in fulfilment of the tasks in view. Local government bodies create, use and support economic, social and ecological infrastructures, run the processes of planning, stipulate the local environmental policy and its regulation, help to implement the national and regional environmental policy. As the level of management nearest to the population, they play a vital role in education, mobilization of efforts and reciprocations of the population on the way to sustainable development». Undoubtedly, it is a promising way of development focused on intensification of information exchange between the population and the governmental structures of all levels of management. However, we believe that both this part of the *Agenda of the 21st Century* and the general program document adopted in Rio de Janeiro have missed an important intermediate link approximating the population and the authorities in comprehension of the general importance of the tasks set forth by the international forum, viz. the institute of education. It is higher educational establishments and, first of all, universities, forming an educational potential of both the employees of governmental structures and the population, that should disclose the guidelines of the *Agenda of the 21st Century* in the context of general educational and special subjects, not only adapting them to particular national and regional problems of economic and social development, but also bringing the level of knowledge and, consequently, comprehension of these two social groups of society closer to each other. Uiis problem is thought to be pressing for Russian conditions as well.

There is no need to prove that importance of the system of higher education, along with the position of particular educational institutions, is largely stipulated by the general economic situation. However, their interaction is not determined, and the contents of this interaction needs special analysis of the entire feedforward and back in each particular case. Therefore, it would be methodologically wrong to consider development of higher educational establishments

only as a component of social and economic development of an area. On the Other hand, it would be absolutely unreasonable to explain all achievements in social and economic development of the area by the results of successful activity of higher educational establishments. Nevertheless, it is impossible to deny correlation between economic development of the region and improvement of activity of a higher educational establishment. The question at issue is explanation of the nature of their interaction. In this connection, we have the following considerations.

First, the most important is the nature of interaction between the higher educational establishment and the economy of the region. Its assessment should not proceed from a simplified idea that they are in the same boat. Moreover, the nature of changes in both subsystems, the industrial branch and education, can be opposite in many respects. Thus, accelerated development of the region can be combined with a crisis of the regional system of vocational training and degradation of its potential. There are several examples of the situation when economic well-being of higher education al establishments grows against the background of degradation of the regional economy. *Obviously,* the most important are the qualitative characteristics of development of economy and respective features of functioning of higher educational establishments.

This circumstance is also connected with the *second* feature of interrelation between education and the branch structure of the region. As qualitative characteristics are basically changed in a long run, we should rather consider mutually related development of the industrial-branch structure of the region and the educational subsystem and analyse their potentials. The results obtained should serve as the basis for strategical planning.

Ibird, analysis of interaction between the potential of the industrial-branch structure of the region and the educational potential of the university should be mostly based not on quantitative economic parameters of assessment of this interaction, but on such parameters as the number of information channels between the regional economy and the university, frequency of information interaction between them, the economic and social *price* of this information.

In particular, improvement of social and economic situation in Leningrad oblast (province) taking place recently does not mean automatic solution of university problems. Preservation and consolidation of positions of the University in the market of educational services, expansion of the range of parameters of its educational potential assumes, first of all, intensification of links between the university and the regional economy and maintenance of a high professional image with the population. In the long run, they are stipulated by the university development strategy in many respects; however, the basis is correlation of

tasks and resource opportunities of the educational potential of the university and the potential of the industrial-branch structure of the region. It is easy to notice that such approach assumes that the information component of their interaction largely increases, which appears to require another methodical approach. As the guideline of strategic development of the university, we can suggest transition of its educational potential into a new quality, namely: inclusion of the educational potential of the university into the foundation of knowledge economy and, first of all, into the information field of the region.

Let us note that the knowledge economy concept represents a new and, undoubtedly, promising achievement of economics to be appreciated not only in our country. Up to now, there is no recognised comprehension of what knowledge economy is. It is only in a first approximation that it can be correlated with information economy. We can only state that the basic feature of knowledge economy is subordination of making products and services to production of information necessary to develop not only the industrial sphere and the service trade, but also the entire social and economic system. As a result, inclusion of educational and scientific potential of the university into knowledge economy is neither automatic nor formal. The institutes providing their unity correspond to qualitatively new interaction between the potential of the industrial-branch structure of the region and the educational potential of the university. Let us disclose our idea of the mechanism of this interaction.

First, they are continuously interacting both on market and non-market basis. The non-market relations are connected with multidimensional nature of educational activities, availability of the so-called positive externals, i.e. positive consequences of educational activities for the entire business community, as well as with difficulty of assessment of some educational projects of promising value.

Second, the educational and research activity of the university should act not as a *servant* of economic needs, but as a source of their formation.

Third, our concept is that the university should play an important role in creation of an intellectual component of property of economic subjects. And we believe that the nearest years will see public recognition of such a system of mutual relations between the university and the business environment.

All these forms of relations are connected with development of the educational potential of the university in the interests of the region. The purpose of the university is to form flexible and steady knowledge economy mainly at the regional level. The extent of its implementation can be evaluated through the contribution of the university potential to this economy. There is a series of indicators showing contribution of higher education into regional develop-

ment and change of the structure of regional economy. Ultimately, research of interaction between the industrial and the educational subsystems within the region assumes assessment of the educational potential of the higher educational establishment. It is the extent of its development that predetermines the possibility of formation of knowledge economy. There are several approaches to assessment of the educational potential of the University and its influence on the regional knowledge economy.

2. **Approaches to assessment of the educational potential.** The educational potential can be assessed through analysis of contribution made by the university into the regional economy. It can be assessed in various ways. At the present stage of development of knowledge economy, the most important is not quantitative expression of a result but the mechanism of assessment of this influence. The methodological approach to the assessment reflects the nature of connection between the university and the regional economy. Depending on the level of development of knowledge economy, the contribution of the educational potential of the higher educational establishment can be assessed in several ways. Let us introduce some of them.

(a) *Investment approach.* It assumes determination of the contribution of the University into the gain of the cumulative capital of the regional social and economic system. The most natural method of such assessment is evaluation of the contribution made by the university into increment of the human capital of the region. The quantitative measurement is difficult because the amount of the human capital is, first, quantitatively indefinite and, second, extremely difficult for numerical count. It is largely explained by the fact that assessment of investments in the human capital is based on comparison of remuneration of persons with different educational level. It is remuneration, its relative and absolute value that is the most dynamically changing characteristic of social and economic situation of the region. Nevertheless, the investment approach can be used; however, the method of its calculation requires assessment of not only the human, but also organizational and social capital. The advantage of the investment approach is its capability to estimate the cost of knowledge the university graduates have.

(b) *Competitive approach.* The contents of this approach is based on assessment of the influence' the University makes on increase in competitiveness of new or modernized goods and services made in the region. Probably, the main consequence of market transformations at the regional level is shift of the competitiveness centre: it is increasingly becoming competitiveness of

usually *rest upon* a learning organization, the majority of *breakthrough* ideas somehow rests on the region as a whole, which in this case becomes a learning region. Let us notice that it was only recently that the latter concept was endenizened. The question at issue is not to popularize, but fill it with real contents reflecting the specificity of the region. Obviously, it should be connected to creation and spread of knowledge, which in this case is exposed to comparative assessment. Let us note that foreign countries have some experience of increase in competitiveness of universities by creation of special competitiveness centres. In North-East England, the universities, supported by the European Regional Development Foundation, have created the Knowledge House. At the same time, despite the basic novelty of the link between the training region and competitiveness of ideas, the struggle between different approaches to solution of problems, and frequently, also the struggle for formulation of the problems, is not something essentially new in the research environment. In general, this approach demonstrates productivity when the following two conditions are satisfied: graduates of the university should be competitive in the labour market of the region; and the University should act not only as a *factory* of specialists, but also as a *factory* of ideas, research developments competitive in the market of high technologies. In this case, high technologies include not only the sphere of industrial production, but also the social sphere.

(c) *Co-operative approach.* Undoubtedly, the regional system of vocational training and the University, in particular, share a set of mutual social, organizational, administrative and economic interests. Despite the present competition, which we mentioned above, the institutional subjects of the regional educational system build their mutual relation on a co-operative basis. However, the mechanism of coordination of these interests has not been sufficiently institutionalised yet. Effective institutional forms of mutually advantageous co-operation in the region are technopoleis, technoparks, business incubators. Some countries developed special agencies rendering services on promotion of university research developments to the market. The practice of world business knows numerous examples when establishments of new enterprises was directly linked with new technological developments made by universities. It is absolutely obvious that a promising direction in development of research and technical interaction of the university with the industrial-branch structure of the region is cooperation between them, the educational potential of the University serving as a *building site.* Business incubators, technoparks, new enterprises and other forms of research and educational cooperation are objective parameters of economic recognition of the educational potential of a higher educational establishment.

(d) *Price approach.* The educational, research and consulting services rendered by higher educational establishments are the most obvious form of interaction between the university and the industrial-branch structure of the region. And there would be nothing new about it unless for the following circumstance: the last decade saw a change in the nature of this interaction. Considering this line of co-operation, we can find out that there is a growing demand of the industrial-branch system of the region not for particular specialists, but for particular knowledge, which is known to exist quite independently from its founders and carriers. Eventually, commercialisation of knowledge is an important problem; and it is not the cost of education, but the market price of a certain kind of professional knowledge of the specialist, which is inevitably accompanied by revision of a role of the teachers and the employees of the University, who increasingly more identify themselves not only with pedagogical or scientific activity as such, but also with the process of production and spread of knowledge.

Thus, an independent function of the university is its multi-directional connection with the targets of regional development. Assessment of influence of the university on the regional economy does not mean that its activity becomes limited with the regional boundaries. The educational potential of the university includes not only the resources intended for the region, but also the resources allowing its successful functioning outside the regional educational space. We can state that there are two measurements of the educational potential: external and internal ones. The external measurement is more important from the strategic point of view. It meets the concept of the OPEN UNIVERSITY AS AN INTEGRAL PART OF THE LEARNING REGION. Hence, the university has a certain amount of freedom in positioning of its activity irrespective of its location in a certain region, on the one hand. On the other hand, there is some determinancy of the position of the university in the market of educational services; and its focus on inclusion in knowledge economy predetermines the regional nature of activity. It is within the region that a knowledge exchange system can be established within quite a short period of time, providing effective interaction between the university and the regional bodies.

3. **Educational potential and economy of the region.** Intensification of interaction between universities and the regional management structures taking place all over the world a priori demands to elaborate a system of assessment of the contribution made by the university potential into economic and social development of the region. And this contribution can be presented in several measurements.

At the theoretical level, we can state that higher educational establishments make a positive impact on the regional community by the mere fact of their

existence whether they have worked out a precisely formulated mission to facilitate economic activity in the region or not. Certainly, the measure of this contribution largely depends on a lot of parameters of the university, in particular: the extent of approximation of professional specialization of the university and the branch specialization of the region; the number of annually prepared certified specialists and specialists of the highest efficiency filling up the branch structure of the region; research sections of fundamental and branch specialisation whose research is focused on the needs of the region in the structure of the university, etc. At the same time, the assessment of influence of the university on economic and social development of the region should also take into account the so-called multiplication effect, which is expressed in the amount of economic and social activity increasing in the process of transition from one stage of implementation of educational and scientific activity of the university to the other. Unfortunately, this kind of multiplication effect is almost inestimable directly and we should go on investigating approaches to such a count. Apparently, it is necessary to correlate the influence of educational institutions not only to fixed quantitative results, but also to the entire process of economic development measured qualitatively by many parameters.

4. Some practical forms of implementation of the educational potential of the university in social and economic development of the region.

First, inclusion of the university into the process of regional investment decision-making and implementing. This form of participation of the university in formation and development of the investment basis of the region has, at least, three aspects: institutional, entrepreneurial and educational ones. The former is non-commercial interaction of the university with government bodies and business people. The second is inclusion of the university in research on attraction of investments, regarding mainly the human capital corresponding to them. Hie third is expansion of enrolment of students for the future investment projects - the so-called target enrolment. It is obvious that the special role of the university will increasingly reveal itself in development of radically new investment projects. Fourth, establishment of institutional forms of interrelation between investments and development of the educational potential of higher educational establishments. We believe that inclusion of the university as an active *player* at the stage of analytical development of regional investment projects as soon as in the near future will receive a certain institutional form. The universities should certainly be ready to it, then both financial and entrepreneurial structures will regard them as partners. The world practice shows a high extent of inclusion of the research potential of universities in development of regional projects of economic and social development of the regions.

Russian universities are obviously interested in implementation of such an approach; however, their partners, viz. financial and industrial circles, can also benefit as participation of research groups of the universities could make the respective programs and investments steadier and longer.

Second, delimitation of actual and effective educational area of the university in the educational space. The world and domestic practice of universities has showed that educational influence of universities always exceeded the administrative boundaries of the region ever from the moment of its appearance. Actually, universities always represented the structures opened for entrants, at least, within one state. Importance of the actual educational *area*, i.e. the spatial educational influence of the university on other areas, often has a nominal nature. Thus, for example, if a university has one student from Australia, it does not mean that Australia is in the zone of educational *area* of this university. At the same time, there are territories outside the region where influence of the university is quite considerable and it positively influences some aspects of social and economic development of the region. In this connection, we suggest enlarging the system of assessment of the university educational potential with such a parameter as *borders of the effective educational area of the university.* The forms of this parameter can be various, but two of them are essentially important: the number of students from other regions trained at the university, and the number of branches in other regions. We can assert that the higher the value of the parameter we have suggested, the more attractive is both the university and the region from the investment point of view. In all cases, activity of the university is an important additional source of attraction of highly-qualified human resources to the region, which influences the coefficient of positive population shift.

Third, more active inclusion of the University into the institutes of state and public management of the region. It has already been said above that as universities render a certain influence on vital activity of local communities and the region as a whole, it would be expedient to institutionalise these relations. Probably, an ideal form of such interaction could be conclusion of a special public contract between the system of higher education or the Council of Rectors of the region and the administration of the region. Inclusion of interests of higher educational establishments into the decision-making process at the top-level management of the region and focus of higher educational establishments on solution of regional problems is a promising aspect of formation of a civil society. That is the basis to form many financial relations and regiona man. TJ 0 c 0.501 Tw 64.883 0

with the economic and social potential of the region. We do not mean additional personnel responsible for development of the educational system in the administration of the region, but representation of educational institutions, including the university, in the regional government bodies with an advisory vote and in public councils with a full voting status. The higher-school representatives could largely perform the advisory functions, and later develop into public advisory structures able to make indicative planning of the higher-education system and take part in development of social-partnership mechanisms.

Fourth, bridging with small and medium-sized enterprises as the basis oj development of the majority of regions. This problem is recognised as the most difficult one and demanding various alternate solutions. Thus, for example, Great Britain considers building a national *Knowledge House,* providing information on the nearest educational establishments at a local and regional level, in particular: educational and research information resources available in these educational institutions; research carried out, technologies developed and educational programmes available; research equipment and consultation services available, etc.

It is very important for these and other educational institutions to be included into the business knowledge system. Let us give an example. At present, every large city of Russia publishes various reference books on higher educational establishments, but actually none of them provides information on their research potential. There are no specialized higher-school business directories for business people of small, medium-sized and big business. What might the reason be: misunderstanding of a role of higher-school science in development of business on the part of executives of the higher educational establishments or unreadiness of the higher educational establishments to take part in development of business projects? Both are possible. We have to state that in the last fifteen years, the majority of higher educational establishments have lost their research potential. Higher educational establishments, and first of all, universities of a classical structure should have research laboratories and institutes because only in this case they can function as equal business partners of the business community. Probably, it is necessary to have another representation of the educational potential of the university, including the Internet form, reflecting not the formal-organizational structure but the respective fields of knowledge. We can thereby create a necessary basis for interaction between the small and the medium-sized enterprises and the university and the system of higher education as a whole.

The existing system of preparation of specialists is excessively focuseci on solution of the problem of employment, but not readiness of the future specialist

to lead this or that organization, be in charge of a team or run their own business. It is expedient to focus teachers and research employees of the university *on* institutionalization of interaction with the recognized leaders in the spheres of activity particular, but at the same time typical for the region. It refers not only to economic faculties and departments, but to all aspects of preparation of specialists because the today's doctor becomes the head physician tomorrow, and the today's teacher of the German Language become the headmaster, finding themselves in absolutely different areas of economic activities.

Fifth, increase in the role of the university in maintenance of lifelong professional education of specialists within the region. Universities, and first of all, universities of a classical structure, having a diversified fundamental educational base of preparation of specialists, can and must become centres of lifelong education in the regions. It is probably necessary to strive not for establishment of branches of primary professional education, but for specialisation of these branches on continuation of the education, on additional education. That is where we see a new promising aspect of development of universities, a real increase in their contribution to the educational potential of the region. From the point of view of continuation of education, distance learning is of crucial importance. In particular, it is necessary to develop special programs for remote and sparsely populated areas. Among them, there are areas where school leavers do not practically plan to go on studying. An important part in development of such programs could be played by the students of the university.

Sixth, formation of special innovative programs. This form, innovative in the universities, can so far be recommended for economic faculties. In all cases, we suggest a form of inclusion of students in the business environment as early as in their studentship, which is based on destruction of the educational model of *safe economy* and *riskless business. Correct* reproduction of this or that academic course assumes that *everything will go the right way.* Actually, every economic decision entails a certain risk. A skill to reduce the risk has to be taught as early as at university. An ideal example can be Babson College, USA, where all teachers have some experience of running a business and the students receive some starting amounts to start their own business. The money received come back upon completion of the program, while the profit is spent on charity. It is obvious that university economic faculties should have business projects of assistance to business, where students can be executors. It would be expedient to establish a special foundation including the teaching staff and the administration of the region to provide real inclusion of students into regional business.

We did not intend to consider all forms of interrelation between educational and research activity of the university and the industrial-branch and admin-

istrative structures of the region; but focused on those forms of interaction which we regard as insufficiently developed in practice or insufficiently studied in theory. Much of what we have paid attention to is still outside the economic and legal potentialities of the university, but it does not mean that it is impossible. I am optimistic about further development of Russian universities, which has allowed me to state my views on this matter. I am deeply convinced that the more is the educational potential of universities used at the regional level, the steadier is social and economic development of these regions.

QUALITY OF EDUCATION: BASIC REQUIREMENT OF THE BOLOGNA PROCESS

V. A. Solodyannikov,
N. G.Skachkov

Preservation and possibly, reinforcement of higher education subjects, is a basic conceptual principle not only of national education systems reforms, but also of large-scale integration processes taking place in Europe. There are no doubts that the initiators and participants of the Bologna process are focused on quality of the European higher education. The main task of this process in terms of content is to keep and improve this quality.

High quality of higher education under the Bologna process ensures facilitation of the most efficient use of human and material resources of the higher educational institutions; extension of scientific research and its implementation in the educational process as much as possible; improvement of enrolment and forms of students attestation; improvement of teachers' professional competence; and deepening interaction with employers. The recommendations of UNESCO (Higher Education Reform and Development. Program document. - Paris, UNESCO, 1995) specify three aspects of educational activities that have considerable impact on quality of higher education. These are:

Firstly, staff quality to be ensured through high academic qualifications of teachers and researchers working in higher educational institutions, as well as quality of educational programs;

Secondly, quality of student training, which in conditions where large-scale higher education has become a reality, may be only reached through diversification of educational programs; and overcoming multidimensional gaps between secondary and higher education;

Thirdly, quality of infrastructure and "physical educational environment" in higher educational institutions that encompasses "the aggregate of conditions" of their functioning.

At the meeting of representatives of more than 300 European higher educational institutions in Salamanka (March 29 - 30, 2001), the issue of education quality and its assessment was the central item of the agenda. The "Message" adopted from the meeting results assigned a key role to education quality as one of the fundamental academic values that are indispensable for creation of the European space for education. Ideally, it is necessary to ensure such quality of education that would allow every graduate not only to find an optimal niche for professional activities, but also to change it smoothly, if needed by independent

and to avoid the "attachment" of an expert to students known to him/her, since a number of educational tasks have no unique solutions and are correct to a different extent (B. S. Wright, G. N. Masters, 1982). To this end, criteria of solution correctness for a number of tasks are defined by developers beforehand and compared with sources of information about the problem. Tasks of the tests that have unique answers score 1. Open tasks and those to establish right sequence "weigh" 0.5 to 1. Less than 50% of the information is not evaluated and 0 score is assigned. Scores are totaled by tasks and a students' qualification is assessed based on a differentiation scale.

Absolute sum of scores per test of a training material module go to an individual cumulative index that was accrued in PC (Microsoft Excel). Total rating allows judgment of individual qualification level for every student, comparison and derivation of a final mark, without examination based on the results of current performance. A current performance mark is only assigned to those whose rating is not less than a certain percentage of the maximum possible in accordance with a special scale. Traditional examination is considered as supplementation to the developed system for a students' qualification evaluation. Only those who received an unsatisfactory mark under the current performance control, or who disagree with the mark, are subject to examination. Such students may change their mark through the examination.

Thus, (a) current and final form of a students' qualification control related to modules (sections) of training material ensures feedback on efficiency of educational actions, makes the students' evaluation process more objective and specifies provisions of the Bologna process as to improvement of higher education quality; (b) assessment of professional and pedagogical qualification is reasonably to applied to a complex of means, including tasks, professional tasks, tests, that are integrated into the rating-based technology for students evaluation with the use of a unified evaluation table by types of educational work. Tasks (tests) on defining sequence of professional operations required for pedagogical activities allow one to assess integrated (technological) qualification.

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STRUCTURE OF INNOVATIVE PROFESSIONAL TRAINING OF FUTURETEACHER

N.T. Smanova, S. G. Tazhbaeva

Human activity originated and exists for the purposes of transforming the surrounding world of things (objects) and adjusting them to people's needs. The object-transformation activity inevitably implies communications between subjects thus involving communicative activity. It is due to the fact that human activity is influenced by material and spiritual culture established in the society. That is why a subject not enriched with culture cannot transform surrounding objects or carry out objective activity. In this connection, K. Marx argued that people "cannot produce without uniting in a certain way for cooperation and exchange in their activities. In order to produce, people enter certain relations and bonds, and it is only within such relations and bonds that they exist in respect to the nature, and production takes place". Thus, objective activity aimed at changing and transforming an object implies communication between subjects, as a prerequisite. In the course of communication people exchange in material and spiritual values and mutually grow in cultural experience. Object activity and transformation of the surrounding world are possible only with assistance of culture acquired and accumulated in the result of communication. The social culture is established in the process of objective activity. In terms of its structure, the latter constitutes a split unity of intellectual, evaluating and emotional and practical activities.

Intellectual activity includes acquisition and expedient operation of all kinds of knowledge, and any information reflecting properties of things, relatively abstracted from the influence of human needs and interests. Intellectual activity is carried out in close connection with emotional activity. This is determined by the fact that in order to achieve one's goals a subject does not only perceives and ideally constructs a future object of own activity, but also evaluates it in terms of human needs and interests in the process of emotional activity. Through gradual interaction between intellectual and emotional activity spiritual transformation and production of an object take place. However, human object activity is not naturally limited to purely spiritual (theoretic) activity being a unity of intellectual and emotional activity, but is extended to practice as well. Practice is the most important and decisive stage of human activity constituting a sensuous-objective, material human activity and reflecting the true essence of human attitude to the world.

Human communication is based on certain public relations and is a complicated sum total of intellectual and emotional, spiritual and material activity.

In this connection, we should emphasize that human communication, communicative activity implies exchange in material things, material communication. If objective activity is characterized with impact of the subject on the object, communicative activity, according to M. S. Kogan's well-balanced opinion, implies such interaction between subjects where none of them converts into an object. In the process of human communication, subjects exchange in things of material and spiritual culture. This is the most important and characteristic feature of human communication fundamentally distinguishing it from objective activity aimed at object transformation. Consequently, having a complicated structure, both communication and objective activity suggest each other and in their interaction they create one of the structures of human activity.

At a different angle the structure of human activity is seen as the sum total of relations between work and play activity. In their internal structure, both work and play activity, like objective-transformational and communicative activity, are the complex combination of intellectual, emotional and practical activities. In its turn, each activity can under certain conditions be either work or game, or more often both, though in various proportions. Viewed at this angle, human activity is a dialectic unity of work and play activity where practical utility, freedom and necessity are weirdly combined.

Thus, the general structure of human activity is, on the one hand, the interrelation of objective activity and communication, and on the other hand, game and work. Each of the above activities has its own internal structure which is a relationship (correlation) between intellectual, evaluating-emotional and practical activities. Consequently, the general structure of human activity constitutes a complicated and dialectically inconsistent system of individual and multi-level structures closely interconnected and constantly interacting with each other.

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EDUCATION FOR FORMATION AND DEVELOPMENT OF CAREER

A. S. Sokolova

In reply to the new requirements of the population innovative approaches to formation of the contents of education of adults have arisen and have received significant development. Education for formation and development of career is one of them.

In the report of UNESCO «Education: a latent treasure» is postulated, that «education should first of all serve interests of a person. It should help people to understand themselves and the environment surrounding them and to promote performance of their social role during work and life in the society ». Education in the field of formation and development of career corresponds to the full to the modern tasks of education declared in the report. It means preparation of youth and adults to realities of modern economy: to partial unemployment, competition on a labour market, to increase of the level of requirements to professional readiness of the expert, etc. People which carry out their professional work optimum corresponding to their abilities, character, ways of perception and transforming of the information can effectively work at modern economic conditions.

The concept of career, understanding of ways of itsformation have passed a significant historical way from representation about career as work and performance by the person of an industrial - professional function, or a role, up to concept of career as choice of a vital way and performance by the person, besides professional, other social roles. The concept of career and its development now concerns practically all spectrum of social roles of the person, not only professional, industrial activity, but also other kinds of ability to live of the modern person. Hie following basic aspects of career are the most important: contents components of career, remedial and contents variability of the choice of career and adaptation to it, development of career as a continuous process proceeding during all life. However there is no uniform and standard definition of career in the scientific literature yet.

We can offer understanding of career as an individual vital trajectory of the person in which the choice and realization of professional work and other social roles of the individual are coordinated. The trajectory is built according to psycho-physiological characteristics, valuable orientations, social experience of the individual. The embodiment of an individual vital trajectory provides the most full self-realization of the person. The expanded concept "career" allows to overcome narrow understanding of this term and to look at the life of the

man and his career from the point of view of formation of life style and philosophy.

In view of wide representation about career we form understanding of what enters into the contents of education in the field of formation and development of career. Educational programs in this sphere are called to provide the system approach in the organization and training of formation and management of career of the individual. Education in the field of formation and development of career is based on the certain rational vital philosophy which develops the system approach to all areas of human life, leaving the area of career formation as the main one. Such expansion of problematics to the certain philosophical limits seems to be extremely remarkable, as the concept "career" is more volumetric, than the concept "trade". The modern understanding of career allows to see new aspects for education, in particular: (a) it is necessary to depart focussing only on problems of job search and to concentrate on the general models of behaviour of the individual in the life; (b) it is necessary to help the adult person to realize the opportunities of socialization during realization of the career; (c) it is important to prepare the adults for the choice of the life style; (d) it is necessary to help, first of all, women to leave the frameworks of stereotyped thinking concerning their gender opportunities for the benefit of the objective analysis of those opportunities which they wish to consider and choose; (e) it is necessary to examine more deeply the contents of those theoretical positions which should be actively developed and practically embodied in educational programs within the framework of the concept «education for career», etc.

The specified positions reflect new realities for continuous education. Educational program on the problematics of career development itself is a part of the general circuit of continuous education, embodying one of its possible variants. Education for formation and development of career is an attempt to capture many aspects of ability to live of the person, a prototype of new approaches in education in XXI century when the man and his life are perceived in a full and integrated way, and the understanding of it allows to deduce educational programs on a new contents and organizational level.

Translated by author

GOALS AND VALUES OF *LIFELONG EDUCATION*

M. F. Soloviova

The UN has declared human life the "No. 1 value," and education is a means to assure a high quality of life. Researchers claim that 70% of all value in a modern business environment is contributed by intangible assets. The key value generator are human resources. In individuals, a high level of education is not always accompanied by a high level of ethical values. The conflict of value and purpose in an individuals career transforms into a conflict between persons, groups and associations.

Human resources managers today can no longer limit themselves to knowing how to manage the workforce; they must be well versed in information and knowledge management as well. The management shapes the climate, environment and lifestyle of its organization through concerted effort in collaboration with the agents of inner culture, and this work strengthens the organizations potential. This process has had a long history in Russian and Soviet education. Konstantin Ushinsky, [a renowned Russian pedagogical theoretician] mentioned the shared "spirit" or "atmosphere" of a school as an indicator of the school's well-being. Another celebrated educator, A.S. Makarenko designed a methodology for fostering devotion to common goals and values. A.N. Tubelsky developed a set of criteria to diagnose the "way of life" of an educational institution. V.A. Sukhomlinsky set a model for nurturing an environment that drives the formation of a single collective body of supervisors and the supervised. The operation of "*zemstva*," Russia's early self-government bodies, tried and tested the interfaces between society and the individual in reconciling the economic and sociopolitical interests of various social groups. For this, the zemstva drew heavily on the education system and its resources. In 2007, many parts of the country marked the 140th anniversary of Russia's first zemstva - an early form of community self-rule introduced in a small part of Russia in 1864. The second wave of zemstva came later, and was more numerous. Viewing education as a way to enhance the economic culture of citizens, the zemstva paved the way for both a system of basic or primary education for the broad masses to improve their economic mobility, and a system of lifelong education.

Extramural learning was viewed as parallel and supplementary to elementary school due to certain legal limitations on what the zemstva were allowed to do in education, and the inherent limitations of primary schooling as the most mass-scale learning format.

Zemstva schools followed a uniform model (the same across the nation) that was disseminated as the right conditions emerged for a school network.

Conversely, extramural learning started with networking, as it needed to be customized to meet many different learning needs.

In the late 19й-ear1y 20th centuries, the needs of different social groups lead to the emergence of several forms of extramural learning: (a) classes for teens and adults, designed to eliminate illiteracy among people who were too old to go to primary school, or to repeat or supplement the primary school curriculum apace with economic advancement; (b) collective readings and colloquia for different audiences in line with their specific needs; (c) promotion of libraries, reading rooms and booksellers; (d) another type of extramural learning was an early precursor of today's museum education, industrial archeology, business archive science, and the exhibition and trade fair business; (e) the fifth extramural format gained the widest circulation as it satisfied the creative and leisure management needs of citizens while providing scientific and applied knowledge.

All extramural learning formats were interrelated in a way that helped foster a system of parallel, supplementary and continued education that commanded growing popularity due to its general accessibility, its ability to meet many different learning needs, its competent workforce, its seamless welding of school and extramural training, and its ability to promote the emergence of new forms of extramural learning.

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RCE SKANE - THE FIRST REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT *IN SCANDINAVIA AND THE* BALTIC REGION

K.Sonesson

The first Regional Centre of Expertise (RCE) on Education for Sustainable Development (ESD) in Scandinavia and the Baltic Region was created in Skane, southernmost Sweden, by a partnership led by Malmo University, Lund University, the City of Lund, the City of Malmo and Region Skane during 2006. The process of creating RCE Skane during 2006 is described in the paper.

An RCE is a network of existing formal, non-formal and informal education organisations, mobilised to deliver ESD to local and regional communities (www.ias.unu.edu/efsd). A network of RCEs worldwide will constitute the Global learning Space for Sustainable Development. RCEs aspire to achieve the goals of the UN Decade of Education for Sustainable Development (DESD, 2005-2014), by translating its global objectives into the context of the local communities in which they operate. The total number of acknowledged RCEs is 35, of which 7 RCEs in Europe. The programme on RCE was launched by the United Nations University, Institute of Advanced Studies (UNU-IAS), and the Global Service Centre for RCEs has been established at UNU-IAS to provide assistance and to facilitate communication and networking.

Description of the RCE Skane. The RCE Skane covers the geographical area of Skane, which is Sweden's southernmost region covering 11 346 km^2 and with 1.1M inhabitants (13% of Sweden's population on 2.5% of its land area).

Skane is a well-defined and strategically positioned border region between central Europe, Scandinavia and the Baltic. The region has a strong identity, but is also a border region which, through the ages, has belonged to both Denmark and Sweden and has been subject to many external influences. Skane is nowadays characterised by new influences and regional development and is both a multi-cultural part of the new dynamic Oresund Region and at the same time a region in its own right with strong links and traditions within Sweden.

The RCE Skane is organised primarily as a regional partnership between Malmo University, the City of Malmo, the City of Lund, Lund University and Region Skane. Additional partners will be included at a later date. There is established partnership with the Swedish University of Agricultural Sciences in Alnarp, Kristianstad University, various companies and several NGOs in the region. These are but a few of the important potential future partners in the RCE Skane.

Process of RCE development in Skane. Initially, the effort to establish an RCE in Skane began in the autumn of 2005 following a meeting between the

former State secretary, special advisor to the Swedish UNESCO, Mr Carl Lindberg, and representatives from Malmo University, the City of Malmo, Lund University, the City of Lund and Region Skane. In September 2005, Malmo University initiated the project *Skane - a pilotregion on education for sustainable development* (see www.mah.se/lut/nms/rce) and funding was raised from Region Skane Miljovardsfond, City of Malmo and Malmo University.

Members from the five organisations started a working group to initiate and establish a cooperation on ESD in Skane and furthermore, to write an application to UNU on becoming an RCE. Since February 2006, this working group has had regular meetings, conducted a baseline study, organised a conference and have made two valuable study visits to RCE Rhine-Meuse to discuss, observe and study their RCE. During 2006 the project coordinator, on several occasions, gave information to various stakeholders at seminars, conferences and local meetings. RCE Candidate Skane was represented at the International Conference on RCEs, April 2006, Yokohama. The working group for RCE Candidate Skane arranged a conference, which took place 15 November. More than 50 different organisations from Skane was represented at the conference and besides presenting RCE Candidate Skane, a main topic was to discuss how future cooperation on ESD can be developed within different areas of interest.

At a meeting in Paris on 5 December 2006, the Ubuntu Committee of Peers for RCEs recommended the United Nations University to acknowledge RCE Skane and RCE Skane was officially acknowledged by UNU on 10 January 2007. The Committee recommended that all European RCEs and RCE Candidates should explore a possibility to collaborate with the European Network of Regions on Education for Sustainability.

All five partners work, in creating the RCE Skane, systematically with sustainable development within their respective organisation. Lund and Malmo are close to each other in south western Skane and cooperate increasingly. The RCE will initially focus on ESD in Lund-Malmo but the aim is as soon as possible to extend the partnership to cover the whole region and involve all players who can and want to contribute to ESD.

The process of development is dependant on the rapidity of the extension of actors and organisations involved in RCE Skane. The RCE strategy is to work in an inclusive manner and to endeavour to make it possible for small actors as well as bigger organisations to evolve partnership within the RCE Skane.

Vision. Our common vision is to make Skane a leading example for the rest of Sweden, Scandinavia, the Baltic region and the world, on how to deliver education for sustainable development (ESD) at all levels and in accordance with the ambitions of the UN Decade of Education for Sustainable Development (DESD).

The RCE Skane will contribute to the empowerment of people of all ages in the region to assume responsibility for creating a better tomorrow and a sustainable future. It is also envisioned that the RCE Skane will become a catalyst in strengthening those who are currently striving for sustainable development in the region, and act as a platform for partnerships with other parts of the world.

Major sustainable development challenges of the Region. Prior to the RCE application we conducted a baseline study, inclusive a survey in order to identify the local problems and major challenges in Skane.

1. From an ecological perspective, Skane must reduce its local and global impact on the environment. Certain areas of priority in which it is critical to develop sustainable systems and solutions are energy, transport, agriculture, consumption and urban development.

2. From a social perspective, the region must work toward ethnic integration, a lower unemployment rate and gender equality.

3. From an economic perspective, the region must work toward a sustainable economic development, in the context of products and services, in an environmentally and socially sound manner. Research, new innovations and product development are crucial in order to be competitive.

Objectives. Hie RCE Skane will focus on the following objectives to meet the common goal:

1. To act as a base for ESD in the region. The centre will coordinate different activities to promote synergies between the different actors, organise networks and different educational activities.

2. To continuous survey and document the progress of ongoing activities on ESD in the region, to identify the needs and challenges within the area and find solutions using available knowledge and resources.

3. Support the Swedish National Agency for School Improvement in developing and implementing national targets to introduce ESD in the curriculum by promoting the status of "School for Sustainable Development".

4. Develop a common platform for research on and for ESD in the region and strengthen links between research and the community.

5. Act as a facilitator between different educational bodies, such as adult education, public education and higher education to implement the idea of ESD on a broad level.

6. To build up thematic partnerships in areas that is essential for the region.

Collaboration, on-going and planned activities

A combined RCE working group and steering committee has meetings on a monthly basis. Dr Harriet Axelsson, Pro Vice-Chancellor for Malmo Univer-

sity is the chair of the combined group and committee. The members of the steering committee are in higher positions, as mayors and managers, in their respectively organisations. As the local municipalities run the Swedish formal school and the local politics are in charge of the economy and organisation of the schools (on a municipality level), the link between the steering committee, the working group and the schools is guaranteed in all education sectors. All levels of formal education - primary, secondary and higher education, as well as non-formal education will be involved in RCE Skane.

One aim of creating RCE Skane was the mobilisation for ESD in Skane. The work so far and planned activities will be presented.

For more information on the organisations involved in creating the RCE Skane, see:

Region Skane http://wwwskane.se
http://www.skane.se/upload/HamtaBestall/Dokument/FactsAboutSkane.pdf
City of Lund http://www.lund.se
Lund University http://www.lu.se
City of Malmo http://www.malmo.se
Malmo University http://www.mah.se

CHALLENGES OF LIFELONG EDUCATION FOR PEOPLE WITH DISABILITIES

E.ft/I. Starobina

The education concept professed by UNESCO provides that education should be available to all. Approximately 10% of Russia's population are people with disabilities. Their number increased from 10,720,897 in 2001 to 10,933,040 in 2004, while the number of disabled children and teens (age 0 to 17) dropped from 617,096 to 583,550. A little over 50% of disabled children have been integrated into the public education domain. 235,400 disabled children were studying in 1936 special schools at the beginning of 2006. Another 39,000 were studying at home. 15,900 children requiring long treatment were studying in medical institutions, and another 187,900 children were attending special classes at regular public schools.

If the international standards of mandatory schooling are to be observed, Russia needs to eliminate discrimination and provide equal learning opportunity for over 1 million children with special needs, including children with learning disability. While the rest of the world increases learning coverage through integration, Russia still pins its hopes on special or corrective schools. The number of learning institutions for children with various psychic delays has increased by 48 in the past ten years, from 83 in 1997 to 131 in 2005. The number of institutions for children with impaired vision has increased by 31, from 63 to 94 over the same period. Russia has 72 institutions for children with motor problems - 17 more than in 1997. If the government continues this policy of confining disabled children to special institutions, the number of such institutions will have to be further increased. But if the government makes a policy choice in favor of integrated learning, then the problem can be solved with existing general educational institutions running special, or remedial classes.

Case studies abound when children with disabilities achieve a high or at least partial level of integration if they did well in preschool and primary school, and if their parents and the children themselves work hard and remain committed. But at least as many disabled children are unable to integrate into society, remaining confined to special institutions.

The lifelong education system for disabled people has its nuances, echoing the special needs of the students. One nuance is that special institutions report to different authorities - government agencies overseeing education, social security and other matters - and provide unequal levels of learning integration - full or partial, segregated or individualized.

An analytical look at the current state of the lifelong education system for people with disabilities suggests the following trends: (a) education is becom-

ing more accessible; (b) separateness and sectarianism are gradually being overcome at all levels of education; there is a tendency towards openness and higher exposure to external factors; (c) there is a growing market for training and rehabilitative services, and a stronger emphasis on rehabilitation; (d) better interlinks and succession between institutions at different levels, reporting to different authorities; (e) a growing spectrum of institutions and more levels in vocational training; (f) gradual emergence of favorable conditions for partially integrated learning; (g) more formats and types of rehabilitative and educational institutions and curricula; higher pedagogical integration, etc.

The core components of corrective/rehabilitative training for people with disabilities are: an accessible learning environment, nuanced teaching/learning techniques, and support services.

Educational institutions are expected to provide an enabling corrective/rehabilitative environment for students with disabilities, encouraging them to learn and socially adapt inside and outside the institution, and solve any problems incidental to the learning process. The environment must fully or partially compensate for the student's disability and provide for an optimized learning process. A corrective/rehabilitative learning environment is expected to contain the following components: (a) customized teaching/learning techniques; (b) an accessible environment for students with disabilities to live, learn and interact socially (to be achieved through architectural/design solutions and technical support); (c) information support of the corrective/rehabilitative and learning process for students, their parents, teachers, and other parties concerned; (d) psychological, medical and social support for the learning process; and (e) a friendly, caring and comfortable climate in the institution.

Specialist corrective/rehabilitative learning techniques come as a package of organizational formats, methods and tools to support the teaching and rehabilitative processes at the required level, with an eye on the specificity of the student cohort and conditions at the school. Corrective/rehabilitative learning techniques are expected to assure: (a) organic cohesion and integrity of the learning process and the corrective/rehabilitative process; (b) easy physical access to training equipment; (c) access to information; (d) access to interpersonal communication; (e) psychologically comfortable learning and corrective/rehabilitative processes; (f) access to high-tech learning, communication and rehabilitation aids, if access is difficult or impossible due to the student's disability; etc.

The technology and know-how involved must assure the accessibility and optimized productivity of the corrective/rehabilitative and learning processes for each student with disabilities, and propagate an enabling corrective/reha-

bilitative environment and learning medium, fine-tuned to meet the needs of students with disabilities. The support services (methodological, psychological, social, medical and technical) are to provide solid psychological, pedagogical, medical and social support and guidance for students. A system of lifelong learning for disabled people will also require interregional learning/methodology resource centers, school book publishing, Internet centers, production of audiovisual learning aids, and other learning material and equipment.

A common information environment for the lifelong learning of people with disabilities would further benefit from a shared database of methodology resources for the learning process (Internet-based and other), where the nuances of all student cohorts would be catered to, and where state-of-the-art learning and rehabilitative know-how could be put into action. To that end, it is advisable to develop a set of analytical, statistical and methodology materials on lifelong education for people with disabilities and the role of the rehabilitative/support services involved. One of the main challenges on the path of improving the lifelong training system for students with disabilities is associated with designing customized teaching/learning and rehabilitative techniques.

When the technology and know-how groundwork is built for the lifelong training of students with disabilities, it is important to emphasize intensive, high-tech training options and recognize the preeminence of information technology. Computers must be easily accessible as the principal tool of professional activity.

The above remarks suggest the following conclusions: (1) at the present juncture, Russia could benefit from a multi-format system of lifelong education for disabled students, offering different levels of learning integration, from segregated learning in special schools to partial integration in special classes and full integration in general public schools; (2) at this point, Russia lacks the appropriate financial, human, scientific or methodological resources to provide integrated general and vocational education for students with disabilities or special needs; (3) although the existing system of lifelong education for people with disabilities does include most or all basic structural components of education, it is, nonetheless, incomplete, largely because the educational bodies involved report to different higher authorities and have no steady interfaces for mutual coordination or partnership.

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AUTOMATED CONTROL OF THE KNOWLEDGE OF STUDENTS: THEORETIC SUBSTANTIATION AND EXPERIMENT

N.V.Susha

The dominant method of teaching in the world educational system is currently a group method since it provides a mass number of graduates at acceptable cost. At the same time serious crisis phenomena began developing and growing increasingly in this system starting from the second half of the last century [1]. It is suggested in this article to examine the method of eliminating contradictions specific for the group method of teaching that have been discovered on the basis of the system analysis of the "lecturers-students" subsystem from the point of view of cybernetics, probability theory and the queuing systems theory. Both theoretical analysis and experiment have been conducted in Minsk Institute of Management.

Let us point out the main contradictions of a group method of teaching.

The first contradiction is the contradiction between the high pedagogical labour productivity of an instructor-lecturer and the low labour productivity of an instructor-examiner (i.e. "productivity" contradiction). Let us evaluate the acuteness of this contradiction using the following data: the amount of knowledge (Q) formed by an instructor-lecturer in a group made up of an N number of students; the averaged rate of acquiring knowledge (V_{avg}) during the time needed to study a discipline (T_d): $Q = T_d * V_{avg} * N$. We can determine further the time needed for the evaluation of this amount of knowledge during a traditionally organized examination (T_e):

$$T_e = \frac{Q}{V_e} = T_d * N * \frac{V_{avg}}{V_e}$$

where V_e is the speed of conducting an exam.

The representativeness (R) of the selection of questions given to each student during an exam can be evaluated by the following ratio: $R = K_e : K$, where K_e - is a number of questions (2 to 3) in an examination question card and K is a total number of questions in all the examination question cards for this discipline.

Usually R indicators are extremely low (0.02 to 0.05), i.e. 2 - 5%, which is a very large distinctive payment for the high labour productivity of an instructor-lecturer.

The second contradiction exists between the "fine" quantization of the amount of knowledge in students and the "rough" quantization of examination evaluation used in the scale of grades (the contradiction of "quantization"). At the beginning of an exam the amount of knowledge in a group of students is distributed according to the "normal" law (Gauss distribution) in the form of a distinctive bell-shaped curve. The amount of knowledge (Q) is a discrete quantity with rather "small" (fine) "knowledge quanta" in the forms of "links", "steps", "concepts" and "concepts given". Modern pedagogical quality control has already found rather rigid qualitative relations between these quanta. Meanwhile the instructor-examiner has several very "rough" quantized scales of grades at his or her disposal: "pass" - "no pass", a scale with five (or four, to be exact) marks and a scale with ten marks. Evaluation scales with 100 marks are known to the world educational system; however, in our opinion the number of examination questions and the number of grades should coincide with each other, which is not observed even in the traditional evaluation system.

The third contradiction is the contradiction between the amount of the knowledge of students that exists objectively and the subjective evaluation of this knowledge by examiners (the contradiction of "subjectivity").

The contradiction of "subjectivity" can be seen when the distribution of grades among students which is indicated in the grade sheet does not correspond with the law of normal distribution of the amount of their knowledge (Q). This can be explained by the shifts in the scale of grades (we are using a scale with 4 marks in our experiment where M_Q——>3.5 marks and S $_Q$——>-0.5 marks). For more details please see our paper [2].

In order to overcome the contradictions of "productivity", "quantization" and "subjectivity" it is in our opinion advisable to use testing as an innovation technique. In the course of evolution the World educational system has used all the incipient opportunities for mechanizing and automating the labour of an instructor-examiner, however testing with the use of personal computers only gives us an opportunity to automate the control of knowledge and review it completely. At the same time testing allows us to overcome all of the three indicated contradictions:

1. "productivity" - due to the appropriate choice of the number of high-speed servers of those who are taking the test and the appropriate choice of the number and the complexity of test questions;

2. "quantization" - due to a multiple (in comparison with a traditional examination question card) increase in the number of questions in a task given to

a student who is taking a test (every question can cover a separate "quantum" of knowledge);

3. "subjectivity" - due to the unification based on the number, the labour intensiveness and the assortment of test questions of various lecturers who are conducting the same course.

Deviation (+,-)Forms of Knowledge Control-Expenses	traditional	testing	
1. The fund of the remuneration of labour (FRI.); total amount, including:	331 706	46 620	285 086
1.1 Faculty FRL	331 706	29 876	301 830
1.2 Test centre employees FRL		16 744	-16 744
2. FRL tax, 39,2%	130 029	18 275	111 754
3. Banking services, 1% of FRL	3 317	466	2 851
Total amount of expenses	485 052	65 361	399 691
4. Acquisition:			
- software (ABBYY Form Reader 6.5 Enterprise Edition)		7 700	-7 700
- equipment (server - 1 item, personal computer - 5 items, scanner - 1 item, printer - 1 item)		9 915	-9 915
Total equipment expenses		17 615	-17615
Total expenditure:	465 052	82 976	382 076

Based on the foregoing, a computerized system of testing students of all types of education to be used during exams and tests has been developed, tested and put into practice in the 2006-2007 academic year in Minsk Institute of Management. A centre of knowledge control has been created for this purpose. In the table shown above a calculation of the economic efficiency of the use of testing in Minsk Institute of Management during the academic year is given (the calculation is in US dollars).

Therefore, testing allows us to overcome "productivity", "quantization" and "subjectivity" contradictions. It also belongs to the general environment of the automation of faculty labour, contributes to the increase in the quality of educational services and allows saving considerable financial resources for the development of a private higher educational establishment in general.

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PEDAGOGICAL INNOVATIONS IN THE FORMATION OF AN EDUCATIONAL SYSTEM AND THE ANALYSIS OF STUDENTS' EDUCATION IN INSTITUTES OF HIGHER EDUCATION

S.G.Tazhbaeva

The formation of an educational system for students in contemporary conditions takes place in a complex, contradictory situation. Economic transformation in Kazakhstan has influenced all spheres of social life, changing the aim and character of working activities, spiritual-moral and religious-world view principles of the person and the values of society. The "conception of an education for young people studying in institutes of higher education" engineered by us, generated specific aims and tasks and the direction of the education process in the institutes.

The sociological research into young people studying in institutes of higher education, which we carried out, is of importance to the designing of an educational system (students in institutes of higher education in Almaty were surveyed, 1200 people in total were selected). An analysis of the results of the sociological material revealed a) an extremely high student interest in his or her studies b) the necessity for improvement in the work of each institute to cultivate in the student love and respect towards the student's institute and to instill in the graduate a feeling of belonging towards his or her institute c) the main concern of each student remains the problem of future work placement d) dissatisfactory psychological comfort in the study process and satisfaction in the humanitarian sphere of the institution, relationships within the collective and especially with the administration and members of staff. The results of the investigation confirm that the student, like other social groupings, is orientated towards personal rather than social values. At the same time, contrary to the opinion that money holds the greatest value for young people, it occupied only fifth place in the system of values. Factors of social knowledge and academic success are of low value. All students regard a good education as the key to achieving their goals. The majority of students support the idea of an educational system. In first place in the list of necessary directions students rated patriotic topics, moral topics, tolerance and the ideal of the Kazakh lady and gentleman. Whilst approving this system, students would like the renewal not only of its content but also of its form because they are critical of much of the development in this direction of educational work.

Following the theory of activity, theory of systems and the theory of a comprehensive pedagogical process (which is also a sociological-pedagogical sys-

tem) we suggest that the extracurricular activities of the students represent an important educational process, including all its components (aim-task-content-medium-forms-methods and methodological consultation-exercises) in which the subjects of actions play a role (students-teachers-curators-members of the deans office). For a more effective introduction of an educational system in the extracurricular activities of the students we worked out a system, which takes into consideration not only how young people wish to perceive adults but also how young people wish to be perceived themselves. The program was approved by the University of Aktobe and is taking root in our institute from 2000.

The above points allow us to recommend: a) the necessity for reorganization of the content of educational systems in institutes with the aim of preparing future teachers for professional interaction in the extracurricular activities of the institute of higher education b) the introduction into practice of regular seminars devoted to pedagogical technology in the educational system of the institute of higher education in order to prepare teachers and curators for the organization of educational processes with students c) the introduction into professional training institutes of the special course "Academic foundations for the organization of educational work in institutes of higher education" for pro-rectors, vice-deans and curators d) that the education process can only be created based on a mutual respect of the teachers and the students, the effective educational work is very much dependent upon the culture of their discourse.

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INTEGRATION OF DISCIPLINES AS A PEDAGOGICAL INNOVATION IN SYSTEM OF HIGHER EDUCATION

I. N.Tonkovich

Before an education system of Byelorussia it is necessary to provide a problem the computer competence of graduates of higher educational institutions and to develop the vigorous activity on informatization of education system as a whole. This problem is necessary for solving both at construction of an education system as a whole, and at construction of the content of each discipline separately.

The modern level of training of specialists in economic higher school should correspond not only to requirements of a labour market, but also that their graduates were ready: to work at the enterprises which are being at any stage of informatization; to adapt to change rates in economy; to find and operatively to make not ordinary administrative decisions in a non-standard situation. Practice of higher school training (on an example of the Minsk Institute of Management) shows, that the most part of students of economic specialities does not realize the received knowledge in the field of computer information technologies in the professional work. Absence of understanding students of the importance of studying of disciplines of a computer cycle for their professional training, and, as consequence, absence of positive motivation of training is available. The arisen contradiction between objective needs of practical activities of the future specialist-economist and his readiness in the field of computer information technologies demands a new trajectory of development of the highest professional education. It is necessary to form the new thinking leaning comprehension of unconditional necessity of use and application of modern computer technics, information and telecommunication technologies at students.

One of effective tools of the decision of this problem is maintenance of continuous information formation of students during all period of training in higher school. From this position the program of complex use in educational process of the computer disciplines, giving base training in the fields of informatics and the disciplines providing interrelation between computer and economic sciences, in our opinion, is interesting.

By us it is considered two directions of teaching of disciplines of a computer information cycle: a traditional direction and a direction focused on use of intersubject communications.

Within the limits of a traditional direction the base course directed on formation of computer literacy and training of students to use of modern comput-

ers and base technologies as the tool for the decision of practical problems in the subject domain is presented. Studying of a base course of disciplines of a computer cycle is carried out during first three years of training. Now we cannot refuse teaching a base course. It is connected by that graduates of schools come to higher school with significant disorder in initial training on bases of informatics.

Within the limits of the second direction we suggest to use integrative course uniting in of knowledge of computer and economic sciences. The purpose of the given course - development of the professional competence of the students in aspect of computer culture that conducts to development at the future specialists of skills of the realized integrated application of the received theoretical knowledge. In our experience the idea of integrative course has was extended in teaching discipline " Economic informatics " for students of economic specialities. Construction of this course is based on following principles: (a) professional orientation of teaching of the integrated course (assumes development of joint complex intersubject practical works and projects); (b) continuity as a didactic principle, which purpose to construct interdisciplinary communications (informatics and economic disciplines) at studying the integrated course; (c) active approach during development of a teaching material.

We offer studying discipline " Economic informatics " on the fourth and fifth courses (students of economic specialities stop to study a cycle of computer disciplines on the third year of training), providing that its continuity during all period of training in higher school.

Integrative course allows not only to solve better the problems facing to the Minsk Institute of Management faculty, to form and improve necessary skills of students, but also enables to develop their abilities of creative application of a professional knowledge.

Translated by author

PROFESSIONALISATION AND LIFE-LONG EDUCATION SYSTEM DIVERGENCE

A.Tuchrov

First of all, we should enumerate distinctive features of soviet-type life-long education system. It presented itself a structure, which was greatly distinguished from similar one in highly developed countries. It was strongly connected with functioning of internal labour markets (ILM) to the beginning of transitional period in early 1990th.

At first, we should mention their dominant role in human resource management (HRM). There is a common view that soviet-type economy was similar to "economy of one-enterprise" and - we can add - "society of one university". This situation is corresponding to all-embracing internal labour market and corresponding system of life-long education. Secondly, practically all able-bodied population was enclosed in the system of permanent employment. This system has created ground for development of life-long education system. Inthird, even situation with high degree of work tasks specificity and career impasses were in the significant measure indemnified by traditional for the soviet system seniority principle dominance (supported by broad implementation of the so-called artificial promotion lines). But this principle is strongly connected with traditional educational principles (evolutionary nature, multilevel structure etc.). To crown all, possibilities of implementation of corresponding to professional labour market principles of promotion and kinds (even informal) of education were extremely limited.

Soviet type of ILM is strongly bound with it's definition as an administrative system with leading role of administrative rules and procedures. It's institutional mechanism was strongly supported - even in case of high grade of imperfection - by education system precisely connected with each level of career. Even interference of authorities have had a normative nature so we can consider it as a specific kind of unformal (but hierarchical!) education.

Now we consider main problems appearing in the process of functioning of Russian ILM during a transitional period. They are: (a) instability of worker's welfare standards (even not in future but in present situation); (b) absence of long-term formalized hiring practice; (c) poor selection connected with high rate of external (and downgrading internal mobility); (d) coexistence of typical entry and exit points in the same posts; (e) heterogeneity of subdivisions with corresponding career obstacles; (f) impossibility of irreversible promotion.

Their influence on education can be described as following: (a) poor economic base for education at the expense of worker; (b) casual connection of

hiring practice with educational grades; (c) difficult verification of education during selection process; (d) career impasses and even downgrading*b i b* contradicting evolutionary nature of life-long education; (e) ex post heterogeneity of recognition mechanisms; (f) impossibility of clear education-promotion connections.

Therefore, the considerable part of Russian internal labour markets as educational system is characterized by often situational functioning. Substituting of stable recognition of life-long education results by both the arbitrariness of an employer and market forces influence is an indication of ILM' decay (because we consider them as mechanism acting on basis of certain rules).

Certainly, not all these signs are developed at all enterprises. However, it is possible to confirm that their effect become an intensification of main contradiction of ILM, which is concluded in the contradiction between workmen's position stability and need of their gradual (first of all educational) advancement (it presents an example of stability/variability contradiction). Both steadiness and career are under the threat of "invisible enemy[1]".

We should disagree with presenting of present transitional period as a sort of "institutional chaos". It's more seriously to speak about institutional heterogeneity revealing itself in the absence of united mechanisms of: (1) labour hiring, utilization, promotion and firing; (2) education recognition; competence utilization; personnel development and clearing within the same ILM. Moreover there is not only differentiation of extent of institutions' applicability to different categories of labour force but an incompatibility of most important education institutes to some categories of workers.

Certainly, this does not mean a workforce moving to external labour market and independent (from viewpoint of employers) education. Both employees and employer have a mutual interest in the constancy of employment first of all from legal point of view. However educational background of such employment relations is quite different from traditional one.

The main types of institutional arrangements within ILM are: divergent ILM institutions (mainly in low and upper tier); emergency of casual labour market institutions; professionalisation of certain activities.

Their educational dimension is: status and hierarchical subdivisions of life-long education system; existence of casual education activity and competence recognition; closing of some spheres of professional education.

Professionalisation undermines institutional stability of ILM with corresponding different kinds of evaluations (first of all, remuneration&education)

[1] We should use this figurative expression because a mixture of pure internal practice and numerous external threats creates an unpredictable situation.

and numerous restrictions (first of all, labour process regulation closely connected with access to educational resources). In some degree (and in educational issues) workers became more independent from employer. Both market of labour services and activity connected with competence acquisition exert influence upon workers position.

Let us briefly describe professionalisation. There are two base approaches to it. The first connects it with independent economic activity (self-employment, professional services etc.). The second deals with competence acquisition and development. Their main distinction is correspondingly market and process orientation. But both have common feature: movement beyond employer - employee relation towards more perplex structure of interaction. This structure can be considered as a net one.

There are different approaches to more rigorous evaluation of its education aspect. First two approaches are market-oriented. 1. Studying of market characteristics of supply and demand of skilled workforce - degree of professionalisation is a factor of both wage level and remuneration forms. 2. Investigation of differentiation of recruitment and firing practice connections with existing education levels - professionalisation is connected with self-dependent decisions. Two other approaches are process-oriented. 3. Exploration of divergent features of labour (and educational) process - specification of stages of movement from Taylorist approach to virtual net organization with many intermediate organizational forms. 4. Bifurcation of labour relations models - while we are able to describe traditional employment in terms of Labour Law Act the many forms of professional and educational activity should be considered in wider normative context primarily Civil Law.

But the essence of transitional economy put into focus of investigation pre-employment information exchange. It is strongly connected with education. It reflects - to some degree - all four above-mentioned directions of investigation. The main principle of investigation affirms that the more developed net structure of information exchange the more degree of professionalisation activity. And the main significance of life-long education is creation of net forms of socio-economic subjects interactions.

EDUCATION SYSTEM RESOURCES AND THEIR REPRODUCIBILITY FOR SUSTAINED DEVELOPMENT PURPOSES

L. D. Tyulicheva

A theory of sustained development of any object implies that current use of its resources will not impact their availability in future. Let us first clarify what we should take as resources of the education system? What can be carelessly wasted in a way drastically damaging for the next generations? Does this rule work in the phase of transition from oneeducation model to a different one, that is in the phase of rather relative stability?

In connection with this scope of issues, it is reasonable to analyze the state of resources of the Russian education system which is still in the process of transition from the Soviet (planning) model to the new model of functioning. When this new model was probable it was assuredly called a market model, now such one-valued description is avoided, and it is ambiguously referred to as a forming model. However, nobody questions the fact that resources of the education system have largely changed with the Soviet period, and the process is not over yet.

Education system resources are quite diversified and have different (material and nonmaterial) nature. Obviously, before we try to structure the resources, we need to decompose the whole education system. One of possible decomposition methods is to represent it as "the system of education sub-systems" where each sub-system is located at different points of the "essence-form" scale". Since the number of points on the scale is quite big, principally, the above-mentioned sub-systems can be quite numerous. For purposes of our research we will confine ourselves to analysis of three education sub-systems (A, B and C), each based on a special interpretation of the society. We assume that resources within each sub-system are related to its peculiarities and, consequently, differ both substantively and in terms of reproducibility.

A. The essence of education is the targeted introduction of a person to human culture and transformation of it into an individual culture, that is the targeted transformation of this person. Society comes as a community of people where more competent, skilled and wise people are trying to teach their skills to those who do not have them, thus preparing them to living their lives. Rules of interaction between them (learning institution) have been forming over thousands of years. Each society certainly has its own historic and cultural traditions, but certain key rules coincide in the majority of cultures. Let us name just a few: student's trust and respect for his teacher; teacher's friendliness and

insistence on high standards in respect to his student; teacher's choice of the essence and methods of education and learning with consideration of student's inclinations, abilities, health and temper.

The target function of the sub-system is transformation of a person through his relationship with the Teacher. Resources of this sub-system are inherent to its social mission. This is what is communicated from the teacher to the student, - knowledge, skills and competence, as well as methods of their communication. These resources are basically nonmaterial and inseparable from their bearers. They have a partly material embodiment, - in books, teaching and visual aids etc., but these are, so to say, an auxiliary part of resources. Any professional activity accumulates tested and best selected practices that are communicated directly from one professional to another, and form so called "schools" inside professions. A resource of special importance is teams of like-minded teachers capable of implementing special principles and methods in practical teaching of various subjects. These resources are not easy to measure in terms of quantity. They are rather assessed qualitatively, - by the reputation of this or that pedagogical school, using terms like "interesting techniques", or by the emotional atmosphere during the process of learning ("education with pleasure") etc. These can be partly measured by the amount and quality of knowledge acquired by students; but this is only the tip of the iceberg, since unique teachers' teams educate people who are not only more competent but also more prepared for further development, and here we enter the area of hidden human abilities. The socio-moral potential of those educated by such teachers' teams is also greater.

B. The next step of education system analysis is a shift on the scale toward the "form" pole. At this level the society comes as a group of people exchanging in products of their labor. Consequently, the education system, comes as a segment of differentiated social labor; and as to its functioning, the exclusive role belongs to the institution of exchange in goods and services. Work related to teaching other people has long become separate, which means that a professional team of teachers have for many centuries been getting the essentials from people specializing in other activities. A part of these resources is consumed, another part is accumulated in the education system and serves the education process. One of the main missions of the institution of labor product exchange is to ensure the fair exchange. This implies measurement of either teacher's work results or his work input, which requires its standardization. This converts a quite individualized process of education and upbringing into en educational service, - a pre-agreed set of procedures (more or less rigidly formalized) in demand on students' part. This set of procedures is the content of teacher's

(educator's) work assessed in money or other benefits. Consequently, the system of education is converted into a system of educational (upbringing) services. Instructors, educators come as service providers, learners come as service consumers.

The target direction needs clarifying: the education system (as a sub-system of educational services) functions in order to meet consumers' need in educational (upbringing) services. Education resources in this field also have material and nonmaterial nature. Nonmaterial nature is typical of such resource as various steady social and economic relations determining high or low demand for an educational service. These are relations with consumers of educational services of a certain quality, with administrative structures and the public, relations based on meeting expectations and good reputations with all those social groups. Nonmaterial resources of the type are converted into material resources measurable in money. A part of these resources is consumed, another part is accumulated in the education system and serves the education process. These branch resources have a specialized nature only in part. A part of them (for instance real property) can become the subject of inter-branch re-distribution. The education system can lose these resources as easily as nonmaterial ones.

C. Moving still further from the essence to the form of education, we approach the sub-system "education as a system of specialized organizations pursuing a single governmental policy". At this level, we take into account the institution of government, in addition to the institution of education and exchange in labor products. People create target communities - organizations within which activities related to provision of educational services are basically carried out. Nowadays, this system is practically everywhere the object of direct or indirect control on the part of the state, and bodies of governmental management of the educational sphere are its integral element. Presence of the state sets a socially significant goal to the whole system which is to ensure the level of socialization of youth and adaptability of adult population of the country that would meet the requirements of social development. Presence of the governmental educational policy lets the education system draw from the powerful state administrative resource, and partly from the state material resources (within the allocated state financing).

This resource can be lost in case there is no elaborated strategy of national development and clear model of a desirable state of the society in future. In conditions of general strategic uncertainty the state inevitably starts experiencing serious difficulties in terms of educational policy formation. In its turn, the fact that the state has no exact concepts of the desirable level of, firstly, population's competence, and secondly, education system, makes all education

costs undesirable, since the investment element of governmental contributions to education is obscured, and the budgetary and expense element is emphasized. Generally, during such periods the government is inclined to save on education. This is unfavorable for the system of education, but does not always result in irreversible consequences in terms of material resources of the education system. The thing is that usually moderate expenses are compensated with abundant powers granted by the state upon educational establishments. Educational institutions thus lose in terms of direct financing, but gain in terms of freedom of manoeuvre.

In the post-reform Russia of the 90s of the last century, all these processes were observed, including lack of a thoroughly elaborated state educational policy, sharp reduction of governmental expenses on education, rapid growth of the number of educational institutions and expansion of their rights in determining the quality of education. Educational establishments of primary, secondary and higher professional education have for a time become the essential subjects of management of education development process. They implemented their educational policies basically within the adjacent territory though. Influence of Universities and institutes traditionally extended somewhat broader compared to educational systems of primary and secondary professional education. The aggregate of these educational micro policies based on separate educational establishments determined the directions for development of the country's education system, in the situation when the government stayed away from the problem. This resulted in a lot of inconsistent tendencies intertwined in the resource provision of the education system. Some educational establishments lost so many material resources that they terminated their existence; some became richer than they used to be.

However, on the whole the reform period proved resource-consuming for the Russian education system. Resources within the first sub-system (like every craftsmanship) are difficult to build up and easy to lose. Russian educational system has incurred considerable resource losses of this kind in the course of disappearance and conversion of many educational establishments, and disappearance of other forms of perfect teaching practices, such losses taking form of deskilling of acting teachers and lack of the required qualifications with teachers of the next generation, dissolutions of teaching teams, dispersal of bearers of these techniques, lack of opportunities to implement such techniques in full in absence of teams of like-minded people, and targeted simplification of teaching tasks.

Since resources of the second sub-system include established relations with a certain number of educational services consumers, loss of customer organiza-

tions means

ACMEOLOGIC KNOWLEDGE AS THE INTEGRAL COMPONENT OF LIFE-LONG EDUCATION OF SPECIALISTS

I. B. Vasilyev

The professional acmeology - a new science about achievement by mature people of tops of professional skill in our opinion can help deduce the postsoviet countries on essentially other step in a global division of professional craftsmanship.

Each specialist in the own professional development passes or can pass five stages (as a basis is taken division into periods of E.F. Zeer): option, vocational education, professional adaptation, professionalism, professional skill. The stage of professional skill is most difficult for achievement (but also most attractive like for the person and for a society) from the set forth above stages. Its appeal to the person will be, that the master, as a rule, always is the winner in competitive struggle and has: (a) stable demand on the labour market which is not reduced eventually; (b) steadily high income in any economic situation; (c) respect and recognition of colleagues and to professional «shop»; (d) respect and recognition of consumers concerning the product created by him; (e) the special status in the family connected both with the financial side of the activity and with the social status of the master.

Speaking about appeal of the stage of professional skill for society, it is necessary to mention immemorial human dream - to live in «city of masters», stated in folklore of many peoples. It is logical to assume that the society which consists of masters is guaranteed against revolutions, reorganizations and other shocks. Differently, the society in which the majority of workers are specialists is a society of social stability. In such society it is very difficult and, most likely, it is practically impossible to carry away the population revolutionary ideas, especially extremist. From the resulted reasoning one conclusion arises only: the course for achievement by the greatest possible quantity of working stages of professional skill is a course for achievement of social stability and, simultaneously, it is a guarantee without conflict evolutionary instead of revolutionary development of society.

For transition to the stage of professional skill it is necessary not only constant self-education and creativity generating of new elements of activity, but also performance of all acmeologic laws which cause occurrence of productive author's systems of professional work. Moreover, in this connection, it is necessary to note especially that fact, that the knowledge of the given laws should be formed at the second stage of professional making - at a stage of professional

education. At the same time acmeologic knowledge should become an obligatory component of life-long professional education, and *process* of education should be focused on achievement by the greatest possible number of working stages of professional skill.

The characteristic feature of this stage is presence of authors system of activity (ASA) at the worker. It is obvious that the converse is fair also: if ASA is generated at the worker it means that he is the expert that he has reached a stage of professional skill. Whereas presence of ASA is the typical feature of the stage of professional skill, there is a necessity to define as the given concept. By basing on the known definition of ASA given by N.V. Kuzmina, we shall try to define the given concept from positions of the activity's approach. The ASA - is a set of elements of professional activity of the worker allowing to receive essentially new quantitative and qualitative result of work, that one or several elements of this activity are created by the worker and do not concern to typical.

The are some conclusions and questions for future: (a) now there is a need of wide introduction of professional acmeology in higher educational institutions of pedagogical and not pedagogical directivity; (b) it is represented expedient to consider the opportunity of development and introduction of acmeologic theoretical and practical special courses in educational process at professional educational institutions; (c) acmeologic education as an element of the contents of any professional education should be considered as the major component of system of life-long education, etc.

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TOXICOLOGY OF CHEMICALS, DIELECTRIC CONSTANTS AND NANOBIOTECHNOLOGY

R. H. Vickramasinghe

'Development' has brought with it some undesirable aspects; such as the release into the environment of novel chemicals of which certain properties are imperfectly understood. Research and education should be encouraged to define these aspects. The change in dielectric constant in the vicinity of certain chemicals may influence the activity of certain enzyme-catalysed reactions. Nanobiotechnology may help in investigating this.

In his classic work, *Sur les Phenomenes de la Vie,* published in Paris in 1878, the eminent physiologist, Claude BERNARD, stated the following: "... The constancy of the internal environment is the pre-requisite for a free-living, independent life; ... The constancy of this environment presupposes the development of the organism to such a degree that external changes are at each instant recognised and compensated for. As a consequence, far from the higher animal being indifferent to the world in which he lives, he is, on the contrary, in a narrow and sensitive relationship with it. The equilibrium of its internal environment is the result of a continuous and delicate compensation established as by the most sensitive of balances . . ." (translation from the French by the present author).

A wealth of physiological and biochemical studies since 1878 have amply confirmed the accuracy of this elegantly stated hypothesis. It applies to various characteristics and functions of the animal, including, for instance, body temperature and the chemical composition of the body fluids. Numerous physiological and biochemical mechanisms have evolved over time to ensure 'the constancy of the internal environment' (for which the term '*homoeostasis*' was later coined). Among these, the various hormones or chemical messengers' occupy an important place.

However, much has changed since 1878. Bernard proposed his theory having in mind a healthy animal living in (as near as possible) natural' surroundings. Modern man, and especially modern urban man, lives in an environment (including such factors as the composition of his food and drink), which is far from pristine. We live in an environment where we are bombarded by noise, where the ozone layer has been damaged by CFCs, where global warming is said to have commenced, where PCBs and other long-lasting man-made chemicals are found even in the polar regions and so on.

A factor causing considerable concern is the presence in the environment of chemicals, which would not be there other than because of Man's activities.

These include 1) chemicals produced by Man for his purposes (e.g. pesticides, PCBs), 2) those arising as by-products or waste products during an industrial process or transport, 3) those produced during incineration activities (such as dioxins) and 4) those connected with military activities. Other sources of chemical pollutants are known. The earliest report of chemical carcinogenesis came from Britain where it was reported by Pott in 1775 that males engaged in sweeping chimneys tended to develop cancer of the scrotum due to the presence of hydrocarbons in the soot.

Chemicals present in the environment as a consequence of Man's activities were estimated not long ago as being in excess of 80,000. Insufficient information is available in very many cases as to their properties other than those to meet the function they were designed and produced for. In the main, toxicology testing may examine areas of concern such as carcinogenicity, mutagenicity and cell death. Such testing is not lightly undertaken. Some chemicals may be tested *in vitro* and/or *in vivo*. Some tests may be performed using single chemicals, others on mixtures or cocktails' of chemicals to determine if synergistic effects are discernible. Different concentrations of a chemical may be tested. Test subjects may be selected at different stages of maturity (ages). Such testing takes considerable time and funds for each chemical investigated. In the case of testing chemicals for carcinogenic properties, this led to an interest and much activity in developing short-term (and less costly) tests for the purpose (Wickramasinghe, 1979). Examination of chemicals for carcinogenicity often focuses on the presence of a 'reactive group' in a molecule of the chemical in question (Wickramasinghe, 1990).

However, traditional toxicological concepts may be changing. One development is the recognition of *'endocrine disruption* where hormone signalling is interfered with. Disrupting contaminants can interfere with oestrogen (the so-called female sex hormone) and with glucocorticoids (another type of steroid hormones produced by the adrenal cortex). *'Environmental oestrogens'*, for instance, are industrial chemicals that have some effects resembling those of oestrogens. The *Wingspread Statement* of 1991 may be referred to for more information in this area. It is said that the relative amounts of oestrogens and androgens (i.e. male sex hormones) are a factor a developing organism is very sensitive to. A disruption of the balance of oestrogens and androgens in the developing organism at the foetal stage may have a large number of wide-ranging effects, which could include sexual preference.

Another observation, which is of interest in this connection, is the effect of the dielectric constant in the immediate vicinity of certain steroid hormone biosynthesising enzyme complexes on their activity. Chemicals, which may

influence the dielectric constant in their vicinity, may affect the functioning in adrenal cortex mitochondria of cytochrome P450-dependent enzyme complexes which produce a) pregnenolone from cholesterol and b) corticosterone from 11-deoxycorticosterone (DOC) (Wickramasinghe, 1973ab).

DOC is a mineralocorticoid and participates in the regulation of levels of sodium and potassium ions in the body fluids. In view of this, it is interesting that the rate of its 1 lbeta-hydroxylation to corticosterone is differently affected by sodium and potassium ions. This may be attributable to these two elements having dissimilar effects on the dielectric constant in their vicinity due to their different ionic radii.

Again, the conversion of cholesterol to pregnenolone was found to be influenced by the presence of chemicals which influence the dielectric constant in the vicinity of the enzyme complex. This is interesting since it has been widely accepted that the step of cleaving the sidechain of cholesterol to produce pregnenolone is a key control point in the biosynthesis of other steroid hormones.

One significance of these findings is that they demonstrate the difficulty of determining the safety of a chemical by conventional toxicological testing. Indeed, it was found that the 1 lbeta-hydroxylation of DOC by adrenal cortex mitochondria was inhibited by glutathione (Wickramasinghe, 1974).

It was not possible at the time of the work referred to (i.e. 1971/2) to pursue further investigations on the possible effects variations in the dielectric constant may have on the biosynthesis of steroid hormones. However, this may, perhaps, now be contemplated using the technology developed in recent times for investigations in nanobiotechnology.

It is perhaps time to use nanobiotechnological techniques to examine the possible effects of environmental pollutants and other chemicals on steroid hormone production by the relevant endocrine glands. Environmental pollutants, which have been released into the environment, are sometimes in excess of the levels of'natural' compounds and are often very persisten t. Some of these very likely contribute to the mutations and other problems being reported today in wildlife. Extending toxicological testing to include the effect of selected compounds on the dielectric constant in their vicinity may be advisable to have a forewarning of possible hazardous compounds. It would be of help in arriving at decisions in, among others, certain cases on whether to apply the 'Precautionary Principle', which has been highly controversial but, however, has its advocates today. Research and education will be necessary to ensure that newer (but proven) concepts and technologies are incorporated into the traditional protocols for testing of chemicals for safety whether medical, biological or on the physical environment

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MODERN CHALLENGES OF MULTILEVEL CONTINUOUS EDUCATION IN PHYSICAL TRAINING AND SPORTS

Yu. M. Zubarev, I. G. Vinogradov

Continuous education in physical training and sports is based on fundamental improvement of the system for integrated approach to peoples' physical abilities improvement management, including governmental and municipal self-governance bodies. One of the functions of these governance bodies is to create a multichain regional structure of continuous education, a part of which is physical training and sports. It is based on the proportional combination of an individual's spiritual and physical development processes that rely on social and pedagogical forms; and methods of harmonious personality formation. The idea of continuous education is implemented taking into account individual specific features of personality, society and social groups.

At present, physical training and sports, as a field of pedagogical activities, face a challenge of developing an up-to-date concept for large-scale sport of records; taking into account economic, natural, climatic and other specific features of every region. The existing educational level of workers in physical training and sports is of concern. It drops every year due to insufficient finance and low salaries causing leading specialists on physical training and sports leaving higher educational institutions being replaced with inadequately trained teachers. According to statistical data, at present every fourth worker in the industry in Leningrad Region does not have specialized higher professional training. Therefore, the main objective is to restore the best traditions of sport schools in Leningrad Region and North-West Region, and train skilled teachers of physical training and sports.

Special attention should be paid to entrants who are going to become first-year students. That is why it is necessary to have close and creative contacts with trainers and workers of sport schools for children and youth, as well as with managers of sport clubs to attract sport-oriented boys and girls who live in Leningrad Region to study in the Leningrad Regional State University named after A.S. Pushkin.

The second area of continuous physical training is to enhance the training level, particularly, training in a high sportsmanship school or Olympic reserve school, further improvement of teaching and physical skills in the Leningrad Regional State University named after A.S. Pushkin, and taking the post-graduate course thereafter.

The third area is to form research and methodology base on physical training and sports in the regions of Leningrad Region, on-site personnel training,

which implies: (a) trainers' and specialists' training and re-training at the facilities of higher and secondary educational institutions (distance and full-time tuition); (b) trainers and referees of various qualifications licensing; (c) scientific research with involvement of highly skilled specialists and trainers, etc.

The sooner and more completely issues of continuous education in physical training are solved, the more effectively urgent problems and tasks on development of physical training and sport of records will be settled, and objective and subjective conditions for healthy lifestyle will be extended and reinforced.

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TESTING AS THE MEANS OF MANAGING THE QUALITY OF CONTINUOUS EDUCATION

M. I. Vishnevskij E. V. Kravets

The fundamental orientation point of educational activity is guaranteeing the optimality of quality.

The term "quality of teaching" is widely used in modern science, though differences are noticed not only in the definitions of the appropriate concept, but in the principal approaches to its interpretation. In pedagogy the quality of education is usually understood as "correlation of aim and result", "criterion of attaining a goal". There is another approach, which interprets the quality of education as the correspondence of its results and the demands of a personality, society, state, or narrowly, as the correspondence of educational services and the demands of consumers, in particular, demands of students. The traditional pedagogy considers that teachers, lecturers, administration of educational establishments, authority of the system of education in much greater extent understand the needs of students, than the students themselves. It must be noted, that this thesis is in need of essential elaboration and specification.

The considerable growth of the role of continuous education is the particularity of the modern educational process. The conception of continuous education forms the basis of educational policy in most highly developed countries of the world. They all seek their own model of continuous education. We have the understanding of continuous education as a pedagogical system, representing the totality of ways, methods, and forms of obtaining, intensifying, and broadening the secondary and professional education. In so doing, we associate principal differences between the system of continuous education and the traditional system with the fact that continuous education aims not only to master a certain volume of knowledge and practice, but also to develop precept and ability to study the whole life. Continuous education is called up to insure the possibility of effective entering into the modern life on a basis of methodological training, knowledge of general tendencies in economic and socio-cultural development, abilities to orient oneself in a constantly growing flood of information, piercing through our being.

In accordance with the indicated positions, setting excessive hopes on administrative resources and in general on an external influence exerting on a personality in the process of its formation and meeting educational demands, seems to be rather unconvincing. If on a level of pre-higher school education one can speak, with a certain portion of conventionality, about the conformity of the given approach to the real state of affairs, then higher education adds

essential amendments, and the experience of post-graduate education allows to conclude that making formation of teaching programmes and organizing teaching activities, the positions of actual consumers of educational services, including employers, must be taken into account first of all. State educational standards accumulate essential social experience concerning educational activities, but they represent this experience in its averaged form, fixing a certain norm or even a minimally needed level of education. A consumer can concretize these needs. Determination and clear formulation of the educational demands on all levels of education and in conformity with all categories of consumers is a very difficult, but very important task.

The concept of quality embraces an entire totality of substantial characteristics of an object or, as Hegel wrote, definiteness identical with being. The quality often has a complex structure, unapproachable for direct measuring on the whole, in all its completeness; quantitative parameters of certain components of its characteristics are measured. The adequacy of representation the quality of a given object depends on how successfully these characteristics were chosen. The problem of measuring the quality of education is connected not only with adequate choice of characteristics which are to be defined, but with the choice of instruments, necessary for measuring and quantitative description of these characteristics.

According to the UNESCO definition, the quality of education combines the following elements: guaranteed realization of minimal standards of education; the ability to set goals in different contexts and achieve them in accordance with the input indexes and context variables; the ability to meet the demands and expectations of main and indirect consumers and interesteci parties; the aspiration for perfection. In order to carry out the correct evaluation of the indicated elements of the quality one can use different methods, both objective and subjective. The necessity of wider use of different measuring procedures, allowing to mathematize the evaluation of qualitative parameters of educational activities has been accentuated recently. Test technologies are traditionally considered to be one of the basic facilities of this kind.

We consider testing to be the element of quality of education management on a basis of students' knowledge and abilities evaluation. Tests reflect precisely a certain standard of education: knowledge, abilities, and skills which students must possess, as well as those tasks they must be able to solve.

Many researchers believe that checkup of the degree of mastering a comparatively simple teaching material is more accessible for test diagnostics than deep understanding. That's why it's often referred to, that tests evaluate only the skill to operate with facts, but not the development of abilities. Moreover, it was

more than once mentioned that testing gives the opportunity to elicit talented and gifted trainees, by doing this justly and objectively.

One of the purposes of the test control is finding out exactly what knowledge, skills, conceptions, abilities, should be and may be measured. In principle, tests can measure the same criteria as the traditional forms of checking up, and can not insure things, those can not.

Tests can quite solidly measure a factual level of possessing knowledge (the ability to recognize, reproduce the fundamental facts, data, terms, definitions, formulations, formulae, principles, laws of the discipline studied) that is everything, that can be remembered, acquired, learnt, and then reproduced. In the same solid way, tests measure an operational level of possessing the teaching material (performing activities and operations according to an acquired pattern, practice, rule, algorithm), that is the ability to do everything that can be learnt.

It's sometimes pointed, that tests can not measure the ability to carry out heuristic analysis and fulfill operations without a certain simple algorithm. The given level of adopting knowledge relies on a guess, intuition, and it can't be leant without having certain promises and abilities. The heuristic analysis differs from a really creative method in the only fact, that though the result is unknown to a student, and is going to be his personal discovery, heuristic tasks have a clearly settled standard of solution (answer), and therefore yield to test measurement.

Creating a serious test is a business for professionals, because a test is an instrument for measuring. Tough demands are made on it. As is well known, to create a scientific test it's necessary to make a choice of: (a) methodology, or the theory of substantiation the methods of creating a test (the classical theory, used basically before 1920s - 1960s, and the modern one, based on the ideas of latent-structural analysis are distinguished); (b) a certain theory of pedagogical measurements (to measure something, it's necessary to single out the object of measurement; it means to decide conceptually what is going to be the knowledge in each concrete case); (c) pedagogical theory of tests (conceptual apparatus, forms of tasks, methods of choosing the content etc.).

Speaking about the use of tests for managing the quality of education we can notice, that the effective management may be formed up only by monitoring of the currant, final, and distant results in education. In this connection tests are characterized by the range of indicators, which they possess being the instrument of evaluation the quality of education. So, they allow organizing a regular, but not an occasional control, which helps to open up the dynamics of changing one or another property or feature. Test tasks allow diagnosing the

process of teaching, the formation of knowledge, abilities, skills, and not only the results of this process. Tests come out as rather an informative material, which gives the opportunity to open up causes of trainees' mistakes, defects in teachers' work, to discover factors, which influence the quality of education.

The main directions of work on using tests in managing the quality of continuous education seem to be the following:

First, the creation and regular perfection of tests, as the instruments guaranteeing the objective measuring of the level of students' knowledge;

Second, organization and conducting attestation measures on all stages of continuous education process (pre-higher school, higher school, post-graduate);

Third, the creation of data base for providing the control of quality of education;

Fourth, a systematic comparative analysis of the quality of education in different educational establishments;

Fifth, training teachers to use methods of objectification, while evaluating the level of mastering the teaching material.

Translated by authors

TEACHER EDUCATION: THE KEY TO SUSTAINABLE DEVELOPMENT

A. Vishwasrao

"Ihree school-situations have been discussed here, which are related to environmental issues, teacher education and the role of a resource person in environmental education. The first example is about motivated teachers; the second" about teachers along with resource persons trying to develop eco-friendly habits and the third is about a single resource person interacting with students in absence of teachers for resolving environmental and educational issues. The examples shed light on requirement of teacher capacity building both pre-service and in-service to handle challenging situations.

Introduction. The urgency of educating masses about sustainable development through continuous education is becoming evident by the day. While interacting with teachers, students and parents some situations arise that make one realize the importance of resolving tiny issues involved in the process of environmental education. This is a think piece based on the researchers experience and observations that will further motivate environmental educators to take care while teaching the subject, planning experiments, activities and projects and also reveal the underlying need for continuous education.

Example One. One of the eminent schools in Pune City was eager to inculcate eco-friendly habits among students. To set an example and to make children conscious about water conservation, the school decided to collect the water that is leftover in the water bottles, which children get to school everyday. The remaining water in the bottle is usually thrown away after the children go home and give the bottles for washing. So instead of wasting the water from nearly 800 bottles, the school decided to collect it and use it for irrigating the school garden. All students were explained the purpose behind collecting this water. Dutifully the children began emptying their bottles in the drum kept for the purpose and teachers were monitoring the progress of this project. In approximately six months time the teachers realized that the drum kept filling and begun to collect more and more water. This observation encouraged teachers to find out the reason behind this. They realized that a silent competition was brewing among students. Teachers noticed that the students drank up all the water in the bottle during school recess or before the last school period. They then went on to refill their bottles so as to empty them into the drum before leaving! The size of the bottles was also growing and from among those participating in this competition, every child wished to be the one who poured the most water in the drum!

Example Two. Another eminent school was preparing to teach vermi-composting to their students. The school has a tie-up with another eminent institution proficient in environmental education. Some resource personnel from this institution were involved in providing guidance for the vermi-composting project at this school. Hie students were given a briefing on the importance of waste recycling and asked to get some vegetable waste from home for the composting activity on the following day. The children probably had no idea of how much waste to get. While interacting with some parents about this vermi-composting project, on the day the students were asked to bring waste from home, the researcher realized that the parents were discussing environmental consciousness among their children. But this was a case of mistaken identity! One mother said that her son was so eager to participate in this vermi-composting project that he asked her to buy extra vegetables on the previous day so that he could carry a lot of waste with him to school! Another specifically mentioned that her child asked her to get lots of leafy vegetables so that he would be able to carry more waste to school. Was it a competition to bring more waste to school? Or was it the purpose to fill the compost pit in a single day? Or were children trying to impress the teachers?

Example Three. In another case, a school for the low socio-economic group was facing a problem that their students were tearing up notebooks for a purpose not known. The parents were not in a position to spend money on notebooks again and again. The school authorities tried to put a stop to this, but with no results; even severe punishments did not make a difference. The researcher was invited to interact with the students from the 5^{th} standard, since the problem was quite grave in this class. Though the researcher interacted with the students once every week for three continuous months, she never saw any torn paper sheets or paper balls.

The researcher first found it important for the students to know her properly and vice-versa. Slowly the interaction with students improved, building confidence in their relationship. She patiently kept on introducing environmental activities and introduced an activity that required the students to identify waste that was created through classroom activities. She divided the students into 8 groups and asked them enlist their observations and share within the group the ways in which the waste generation could be minimized and then stopped.

A lot of hushed conversation took place among students within the groups. Finally when it came to reading the lists of waste generated, only one among the 8 groups had listed paper balls of torn notebooks sheets and thrown in the classroom! The researcher immediately asked them why she had never seen any such paper balls in the classroom during the past three months of their interaction. To this one

student immediately said that the balls are hidden below the classroom cupboard. When asked to remove the balls, they totaled up to 32! All these balls were made in that single day! When asked, who made the balls, one boy immediately suggested one name from his class, at which the owner of that name retorted, suggesting another name. The blame game revealed that all the boys were involved in it.

instead of lecturing them or scolding them, the researcher simply told them that as a child she had learnt to make paper airplanes and asked them what models they made from paper. The students were quiet for while before someone mustered enough courage to say that they made paper boats and not airplanes. The paper balls were of boats that went wrong! Then they further told her that they could make only one type of boat. The researcher told them that she knew how to make a variety of boats and that she would teach them. The students were excited at the proposal.

After demonstrating one or two types of paper boats, the researcher asked them the purpose behind making boats. She demonstrated that boats were made with a specific purpose. Now the students ventured to tell the reason for which were tearing up their notebooks. There is a nallah - a gutter, behind the school that carries sewage. The students were making paper boats for setting them afloat in this gutter. The researcher was surprised with this answer as she realized that the gutter is way below the level of the school and with its steep cemented banks strewn with all kinds of waste, difficult to reach. Having expressed her concern, the students told her that they stood on the small bridge over the gutter and threw their boats in the gutter and that it took some practice to get the boats to land precisely in the gutter.

The researcher then asked the students what happened to the boats that reached the gutter? The students answered saying that the boats sailed' away and they had no further idea. After this there were more questions and revelations. The students had no idea how paper is made or that it was made from trees. They did not know where the gutter took all the sewage. They did not know what happened to the paper that floated along with the sewage. While explaining all this, the researcher had to take caution, so as not to snub their creativity and enthusiasm and respect their honesty. After a discussion with the students and the school authorities, a median way was found out. The boats would be made from waste newspapers and set to sail in a shallow lily pool in the school premise, only during school recess. Though it did not have the same charm, students were ready for the compromise. After the boats were sailed, they had to be retrieved and dried and put into the dry waste bin.

To fuel the students' creativity, giving lesson in origami was suggested to the school authorities. The school had a gate leading to this gutter, which the

authorities decided to lock. The researcher suggested that the gate could be left open and students should be allowed learn their own responsibility by giving them enough time, encouragement and guidance.

Analysis and Conclusion. In the first example the schoolteachers were motivated to run a water conservation project themselves. Since the project was given too much importance, students began competing either to win the teachers appreciation or for satisfying their personal egos. We have to realize .that projects will lose their objective if continuous dialogue on the subject does not take place among teachers and students. Given the numerous activities and programs in an average school, the teachers are too tied up to have a good dialogue with their students. The goals set for the teachers are bigger and the time is very limited. Continuous education and education for sustainable development have to adhere to the goals and maintain the interaction to channel the students' energy in the direction of the goals and must allow sufficient time for the teachers to monitor the process of achieving the goals and not just its progress. The focus therefore shifts to teacher capacity building.

In the second example, the school is networked with another agency. In such situations, a perfect understanding needs to be developed among teachers and resource persons and proper instruction must be given to students. Besides this, the resource persons need to have a good idea about the teacher student relationship in the school and must be familiar with the school environment. Their training is not complete unless he/she is able to handle such situations. Parents' involvement in such projects must be encouraged through written communication or direct teacher-parent interaction. Teachers therefore play a crucial role as mediators, as facilitators and remain the communication link between the resource persons and students.

In the third example, since the researcher herself was involved, she expresses deep regret at not being one of the school authorities. Being invited to resolve one particular problem had its limitations and only a limited time was available for interaction. Even though the problem was resolved for one class, the teachers were not involved in the process. The schools authorities had earlier tried to forcibly resolve the situation, which had made the students take a negative stand. Moreover the problem was not with the only class the researcher interacted, but with all. If 32 paper balls could be found in one class and some 20 boats set afloat by one class in a day, the sheer number of paper sheets torn from notebooks in the school in a single day is overwhelming.

Once the task was over, the researcher did not find an opportunity to interact with the school authorities or students. Therefore the boat making probably still continues. If it is stopped it must have been by authoritative mode, with-

out bothering to develop an understanding among students. Teacher education therefore becomes the key. As a resource person, one cannot interfere with the school administration and this limitation must be recognized. It is only the teacher who is really able to reach out to the students. To conclude, both pre-service and in-service teacher training must be directly related to classroom situations. It is not just the curriculum delivery that makes teaching effective, but also the development of a teachers ability to handle situations.

Translated by O Madison.

STAGES OF BECOMING AND DEVELOPMENT OF EDUCATONAOINSTITUATONES OF TRAINMINT

The seventh period (2004 - 2007) is mass transition educational institutions of average vocational training from federal on a regional level, occurrence of funds of development and social partnership, realization "подушевого" financings and preparation for ocurrence in International Trade Organization and Болонский process.

It is necessary to consider also, that from the moment of gradual ocurrence of Russia in International Trade Organization and Болонский process from 2008 - 2010 the problem of competitiveness of educational services will become complicated, because the Russian educational market will be given to the best foreign vacational schools. Nowadays, the problems put before professional establishments are nonconventional for the Russian system of vocational training. Appreciably regional systems of vocational training are not ready to an output on the foreign markets. With transition to innovative economy and innovative vocational training in practice of vocational training there is a necessity of deep scientific support of development of new types of establishments of average vocational training.

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LEGAL PREPARATION OF SPECIALISTS IN THE SPHERE OF PHYSICAL TRAINNA AND SPORT

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94.5 % specialists noted that they needed some additional legal information to cope with their professional work.

The research resulted in assessment of importance of the legal acts adopted by various legislative and executive authorities for specialists in the sphere of physical training and sports. The top management selected Federal Laws, normative acts by the State Committee of Physical Training and Sports of the Russian Federation and the Decrees of the Government of the Russian Federation. The medium-level management preferred the Rules of Competitions in Various Kinds of Sports; Planned Schedule of Sports Competitions, Mass Actions and Federal Laws. The bottom-level management was interested in the Rules of Sport Competitions; Planned Schedule of Sports Competitions and Mass Actions and the Rules of Competitions in Various Kinds of Sports.

Thus, the level of regulation of legal relations established by the enactments quite correlates with the official level of the respondent, which the latter has demonstrated by his / her choice. The specialists highly appreciate the specific documents regulating social relations only in the sphere of physical training and sports e. g., the *Rules of Competitions in Various Kinds of Sports,* etc.

The results obtained allow correcting the educational programs on improvement of legal preparation in the sphere of physical training and sports for the level of preparation of the specialists.

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ANDRAGOGICAL APPROACH TO INSTRUCTION OF TEACHERS IN PEDAGOGICAL FORECASTING IN FURTHER EDUCATION SYSTEM

A. V. Zakharov

An integral concept of pedagogical forecasting in the system of continuous pedagogical education was offered by A. F. Prisyazhnaya. She developed an acmeological technique of pedagogical forecasting equipping the teacher with methods of achieving pedagogical maturity (subjectively significant "acmes"), and permanent professional and personality growth during the whole professional activity. However, the research is confined to application of pedagogical forecasting in the educational process of basic components of the continuous pedagogical education system (in the process of teachers' training).

A logical extension of promoting establishment of the teacher forecasting culture is a further education system. Further training is a continuous process having a complicated nature and structure. Continuity of further education is an organic interrelation between two complex processes: specially arranged short-term education and self-education. The said processes take place due to a successive chain of learning situations replacing one another during the whole life, which promotes objective and subjective progress of the student in each of the successive temporal periods of working life. A cognitive core of such learning situations is a learning cognitive task, and their content is cooperation of the teacher and student for solution of tasks using various means of cognition and methods of teaching, where the student really takes an active part in arrangement of the educational process. The andragogical approach is referred to as a condition for creation of the said circumstances, in the further education system. In the context of continuous education, this approach should be oriented to provision of the acmeological function in further training. That is why, in our opinion, the priority activity is creation of conditions for self-education, self-development of predictive abilities, and the most efficient self-fulfillment in reaching the tops of one's abilities in predictive activity.

We see application of the andragogical approach in construction of the process of teaching pedagogical forecasting in accordance with the model build pursuant to andragogical principles. Let us name these principles:

Principle of cooperation (process of teaching pedagogical forecasting is arranged as cooperation of the teacher and student through all stages: diagnosis, planning, fulfillment and adjustment);

Principle of reliance on the student's experience (according to this principle, experience of social and professional activity obtained by way of empiric generalization comes as a source of education; vitagenic education is also possible);

Principle of education individualization (according to this principle, results of cooperation between the teacher and audience can be individual educational foi 'ms of personal and professional growth in compliance with student's specific educational needs and experience);

Principle of education contextuality (contextual education means "transition from learning to professional activity" [1] and should be accompanied with integration of forecasting and reflection into a single mechanism for regulation of teacher's thought) and other principles.

These and other principles should underlie the model of pedagogical forecasting teaching. The andragogical model is a model of teaching an adult aware of his/her needs (including educational needs) and able to satisfy them intentionally in the process of his/her activity. The model we suggest consists of four functional modules. The content of these modules is cooperation between the teacher and the student as equal subjects. Each module fulfills a certain function: 1. diagnosis-motivation (its content is cooperation between the teacher and the student for diagnosis and self-diagnosis of educational needs); 2. construction or planning (joint creation of individual curriculum); 2. fulfillment (the teacher builds the process of education in a flexible way, involving students in solution of forecasting tasks and using special pedagogical techniques); 4. assessment-adjustment (includes joint assessment, as well as the required changes in the content, methods and forms of education).

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CIVIC EDUCATION OF SCHOOL STUDENTS IN THE CONTEXT OF CONTINUOUS EDUCATION

R. A. Zhumakanova

Civic education is regarded by the Law on education of the Republic of Kazakhstan as the important constituent of school education, and development of citizenship in younger generations is considered as foreground task of general school education. The objectives of school civic education are directed to promote: (a) development of positive attitudes and values, development of sense of citizenry and belonging to Kazakhstan state, readiness to contribute to improvement of society, the state, and the world; (b) development of students' understanding of peculiarities of development of modern Kazakhstan society and the importance of freedom, equality, human rights and rule of law in building democratic society; (c) development in students their practical habits, such as critical thinking and civic consciousness, their capasity to analyse objectively current events. Thus, the school system as one of the most important agents of socialization is targeted to prepare students for active and effective citizenship through teaching and learning in the classroom, and during extracurricular and out-of-school activities.

Recognizing the importance of development and implementation of school civic education, the Ministry of education and science of the Republic of Kazakhstan has introduced civic and legal education in the content of school curriculum. A wide range of work in civic education is conducted during various extracurricular and out-of-school activiies of students. In this field it is worth to mention educational program "We the People...Project Citizen". This program originally was designed for American middles schools and soon became well known internationally. It was sucsessfully introduced in Central and Eastern Europian countries, such as Bosnia and Herzegovina, Hungary, Latvia, Macedonia, Poland and etc. In Kazakhstan this program was introduced since 1998 by Information and Reserch center for civic education, and namely by the auther of this article being the director of educational programs of the Center. The program combines active learning in both classrooms and communities with team-based project activity that builds a sense of citizenship and an understanding of public policy. Project Citizen teaches students how to participate in their local and state governments, demonstrating the importance of engaged participation in a democratic society.

One of the peculiar features of the program is that students during their project work develop and defend their portfolio at school, city or regional

competition. Competitions are very important component of civic education, because they provide participating students with an important learning experience. The first national Project citizen competition in Kazakhstan devoted to The Day of the Republic was held in 2002 in Almaty. That time specialists from Information and research center for civic education trained teachers from pilot schools from 12 regions of Kazakhstan on adapted civic education program "We the people... Project citizen". The national competition brought togeather 19 teams, each team consisting of 4 students and one accompaning teacher. During their presentation teams of students explained before the panel of jury the problem they selected that need to conduct public policy, analysed alternative policy and defended their own strategy and plan of actions for it solving.

In conclusion, it is necessary to mention that practical implementation of educational programs on civic education in the context of continuous education provides opportunity to create conditions at any level of educational system for active development in students civic qualities, which are essential for democratic society.

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THE ELEVENTH MEGATREND - CONTINUOUS EDUCATION

N. A.Lobanov

1. As, around the world, the number of theoretical works on the issues of continuous education increases and the number of people using this form of education rises on international, national and local levels, conceptions of continuous education as a social phenomenon in global development and its social and economic role in the development of a modern civilization are deepened and broadened. In the welter of discussions of whether our society is post-industrial, informational or a "third wave" society, a consumer society or a society of ecological suicides, we have failed to note how one era in the education of humanity has been surpassed by another; how one education civilization has begun to push out its predecessor right across the board. And although education has always been viewed as one of the most important components in state and social development, the pace of development of education itself has not engendered the levels of concern, say, as the pace of development in agriculture, industrial production, a country's defensive and offensive military power, its export trade and so on and so forth. Education as a macro-level system as a whole has managed to keep up with the pace of technical, economic and social development of the state and society as, even in the last quarter of the 20^{lh} century, it continued to possess a productive resource (reserve) of knowledge of from 5-8 years to 10-15 years depending on the level of "advancement" of the particular sector in question. But it was precisely in this period that *the processes of a speeding up asserted themselves in the field of education.* It was in this period that we began to speak not of whose education system was better (American, German, Russian or Japanese) but of the competitiveness of educational systems on the international labor market and in educational services, about the competitiveness of specialists trained in the educational institutions of Tokyo, Moscow, Paris and New York. Education became a competitive product in the same sense as automobiles and vacuum cleaners, and for that reason (or as a result of it) they too became as prone to obsolescence. There was, however, one significant difference: the competitiveness of goods and services was dependant on the competitiveness of the planners, producers and sellers of those goods and services and the level of their professional education. In all industrially developed countries, education - becoming ever closer in its outlines to continuous education - was increasingly regarded as one of a number of strategic resources that define not only the competitiveness of any number of goods and services but also the country's position on the global market, its economic independence and the national security of the country.

All this allows us to focus on two key characteristics of continuous education: (1) its development is not only influenced by external factors - something that's dealt with in a vast amount of literature - but also by its own (intra-system) acceleration which bears witness to the formation of a mechanism for self-development as one of the key indicators of continuous education's status as a social system; (2) from a phenomenon and process formed under the influence of a large number of economic, political, social and other factors, it is itself becoming a factor of global significance (or, at least, all the preconditions are in place for this to come about), defining the future social portrait of society. In this section of the report we would like to draw attention to the ren owned book "Megatrends" by J. Naisbitt.

2. In 1982, John Naisbitt's book "Megatrends" was published in the USA becoming a bestseller. The term "Megatrend", previously only known to a narrow circle of specialists, unexpectedly came into widespread use, also becoming popular in Russia (Naisbitt, J., "Megatrends", translated from the English by Levin, M. B., - OOO "Izdatelstvo AST"; ZAO NPP "Yermak", 2003, 300 pages). The term is formed from two words: "megas" (Greek) - big and "trend" - a direction or tendency. Perhaps Naisbitt's book should have been given a second title in the Russian language: "Global Tendencies." The author himself explains the purpose and title of his book: "...the book is devoted to *megatrends,* or the main directions of movement which define the appearance and essence of the new society" [page 9]. Using the USA as an example, he shows the main directions and methods for the reconstruction of the contemporary world. In the development of America over the last quarter of the last century he identifies ten such "critical directions in reconstruction", formulating them thus: "(1) we have moved on from an industrial society to a society at the basis of which lies the production and the dissemination of information; (2) we are moving in the direction of the dualism of "technical progress (high tech) and spiritual comfort (high touch)," where each new technology is accompanied by a compensating humanitarian reaction; (3) we can no longer access the luxury of work in isolation, within a self-sufficient national economic system; we must accept that we are an integral element in the world economy. We have begun to free ourselves of the idea that the United States is and must be the world's industrial leader, and are now moving on to other goals; (4) from a society governed by momentary considerations and stimuli we are transforming into a society orientated towards goals that are far more long-term in nature; (5) in cities and states, in small organizations and departments, we have rediscovered our ability to act innovatively and receive results from below that can then move upwards within the system (bottom-to-top); (6) in all the aspects of our lives

we are moving from a faith in assistance from institutions and organizations to a faith in our own strengths; we are discovering that the forms of representative democracy, in an era of the instant dissemination of information, have become outdated; (8) we have ceased being dependant on hierarchical structures and make choices in favor of informal networks. This is particularly important for the entrepreneurial environment; (9) the number of Americans living in the South and the West is increasing as they move away from the old industrial centers in the North; (10) from a society locked within the rigid framework of "either-or" choices we are quickly transforming into a free society of multi-optional behavior [pages 8-9]."

3. There's no doubt that it would be wrong to reproach Naisbitt for not having included continuous education as an eleventh trend, or not having put it in under another number. Perhaps if the book had been written in the first few years of the current century the author, on the basis of new global processes-megatrends, would have broadened the range of key global tendencies, although there is no guarantee that one of those megatrends would have been continuous education. In social studies, the selection of factors is to a large degree subjective, as it always reflects the point of view of the author. Today, however, 12 years after the book's publication, we have enough grounds to include continuous education in the list of megatrends compiled by Naisbitt, and to include this social process among those being observed globally:

firstly, the theoretical concept of continuous education is gradually developing the genuine contours of a system not limited to a field of academic knowledge but as a sphere of state and social management;

secondly, if at the early stages of its development continuous education relied, for the most part, on the initiative of the lower links in the traditional educational system (the bottom-to-top movement), the process is currently demonstrating a clear "top-to-bottom" trajectory which bears witness to the fact that continuous education is becoming a part of state policy in education;

thirdly, the distribution of the global Internet is giving the process of the formation of the system of continuous education a super-state character, and its multimillion-strong army of users is providing this process with an uncontrolled acceleration in the pace of development;

fourthly, continuous education, as a part of the global process, is at the same time a necessary condition for the general process of globalization and, as a result of its role in this, is developing the characteristics and facets of a megatrend, defining the social aspect of modern and future civilization.

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CONTENTS

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