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The present volume of the proceedings of international cooperation contains reports of the 12th International Conference “Lifelong Learning: Continuous education for sustainable development”. This year the most discussed topics are: issues of competence, considered by authors as one of the basic imperatives of continuous education; models, methods, technologies and organizational forms of continuous education applied to pedagogical practice; problems of methodology and methods of continuous education; special attention was paid to the content of paradigm of continuous education; as well as new pedagogical and organizational strategies in continuous education of adults, of the disabled and people of the third age. Questions of spiritual and moral, ethical and democratic values in the context of upbringing in continuous education preserve its actuality. It seems that continuous education having spread the area of its influence, is gradually replacing the traditional education, simultaneously changing its architectonics and becoming the important part of lifestyle of the majority of population of the planet.

The proceedings contain reports from scientists and researchers from Belarus, Italy, Spain, Republic of Kazakhstan, Canada, China, Latvia, Lithuania, Republic of Macedonia, Moldova, Poland, Russia, Romania, Serbia, the USA, Republic of Uzbekistan, Ukraine, France, Finland, Sweden, Hong Kong, Germany, Republic of Tajikistan. The wide variety of problems of continuous education presented in the proceedings is addressed, first of all, to the international pedagogical community – school teachers, university lecturers and professors, regional education authorities and education managers as well as researchers and doctoral students and all those who are interested in the questions of continuous education.

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PEDAGOGICAL TECHNOLOGIES AS THE BASIS OF DEVELOPMENT OF STUDENTS' COGNITIVE ACTIVITY

Kh. M. Akramov
O. T. Parpiev

Students' cognitive activity is the central component of the university teaching process. Students' cognitive activity brings them knowledge and skills, and develops intelligence and will. Some other components of the teaching process, including absorption of educational information, controlling progress, fulfilling pedagogical and administrative assignments, and participating in public and political events, are necessary for purposeful and systematic cognitive activity, education and all-around personal development. The process of personal cognitive activity includes: (a) perception of educational information; (b) apprehension of the information acquired (expression of an idea in writing or speech); (c) comparison between the new data and the earlier acquired knowledge and its analysis; (d) application of new knowledge in practice; (e) consolidation of new knowledge; (f) independent cognitive activity.

Students' cognitive activity involves the following kinds of actions: (a) psychosensory (visual, auditory, tactile etc.); (b) receptive (perception, observation, imagination, representation); (c) intellectual and analytical (analysis, synthesis, induction, deduction, abstraction, generalisation, comparison, opposition, judgement, conclusion etc.); (d) practical (experimenting, measurement, computation, production, graphical and written actions, etc.) etc.

However, practice shows that students' cognitive activity is fraught with the following drawbacks: (1) as a rule, cognitive activity makes the students apprehend, realise and remember, as well as reproduce the knowledge acquired, rather than acquire, expand and deepen their ability to reproduce an objective model of the environment or the process in their consciousness. Using that model, they could correctly and effectively apply the knowledge acquired in their professional activity. Sometimes students do not master knowledge at all and have no idea of facts; (2) most students are unable to perceive or transform educational information in a proper way. Neither can they give an account of the information acquired. That factor essentially reduces the efficiency of in-class learning (lectures, seminars and laboratory practicals); (3) a lot of students are unable to plan or organise their home work or are not in full control of their results;

(4) students' cognitive activity is badly affected by inconsistency in methods of teaching various subjects, which is often aggravated by the absence of a single approach among teachers of the same subject, etc.

The attempts to raise the efficiency of cognitive activity are primarily expressed in two forms: first come the attempts to simplify the teaching material, for example **–** the educational text, which detracts attention when reading, creates negative motivation of perception, and even worsens understanding of the text read; then there is an intention to familiarise students with advanced industrial engineering. However, simple familiarisation with adequate methods of perception and transformation of educational information is not enough for students to learn how to put them into practice. To master them, it is necessary to provide regular and quite long training. To improve students' cognitive activity, it is necessary to (a) learn adequate methods of perception and transformation of information, using game elements of pedagogical technology; (b) teach students to concretise the training objectives, divide them into general and particular aspects, and set the main goal when writing an essay, a cluster etc.; (c) reinforce intersubject communications and improve coordination of particular methods, placing emphasis on practical application of the information acquired; (d) widely use the training methods enabling management of students' cognitive activity, especially among the first year students (e.g., computer-assisted training and self-control with technical aids), increase students' in-class activity, using new pedagogical technologies and other forms.

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A NETWORK RESEARCH COMMUNITY AS AN ENVIRONMENT FOR DEVELOPING GENERAL PURPOSE LEARNING PROCEDURES FOR STUDENTS IN INTERACTIONS BETWEEN SCHOOLS AND UNIVERSITIES

N. P. Bezrukova
T. K. Timirgalieva

It is well known that every higher education institution has its own system of pre-admission training. In addition to lectures and seminars, other means of working with schoolchildren as prospective students include the following: science-to-practice conferences for school students and pre-admission course attendees; specialized schools of intensive training for senior school students; and full-time subject-specific immersion courses for preparing students for the Unified State Examination. It should be noted that in seeking to solve staff training problems, employers represented by a few large companies have started to invest in improving the quality of senior school students' training. For example, some general education schools in Krasnoyarsk and Krasnoyarsk Territory offer classes for intensive training in a number of subjects sponsored by Rosatom and Norilnikel.

The network research community "Young Researcher School" has been operating at the Department of Educational Information Technologies and Mathematics of the V.P. Astafiev Krasnoyarsk State Teachers' Training University since 2010. It brings together the university's teachers, postgraduate and master's students and students and teachers from a few general education schools in Krasnoyarsk Territory. The community's activities are aimed at developing creative thinking and research competencies in students through cooperative research in different areas, such as *Nature and Ecology of Krasnoyarsk Territory* (chemical environmental and biological environmental research), *Folklore of East Slavic Peoples in Krasnoyarsk Territory*, *the Russian Language in Krasnoyarsk Territory*, etc. At this stage, the community has developed an information- and activity-based concept and model for developing research skills in the community's participants [5]; defined the organizational and pedagogical conditions for its operation [2]; developed didactic materials that are available at the community's web-site http://setiss.kspu.ru; and is investigating means of interaction between community participants.

An analysis of the community's performance enables us to conclude that the community's school students' research activities enable them to develop environmental, intercultural, linguistic and other competencies (depending on the area of research selected), and also contribute to the development of general purpose learning procedures (hereinafter "GPLPs"). According to the Federal State Educational Standards for secondary (complete) general education, the latter are

the main educational results along with the students' subject-specific and personal achievements [4]. GPLPs are defined as a set of methods for acquiring new knowledge and skills as well as techniques for the self-organization of the process. When an individual is proficient in general purpose learning procedures, he/she has the ability for self-development and self-improvement by means of an active, conscious acquisition of social experience [1]. This ability provides the basis for the effective development of professional competencies in higher education.

An analysis of metadisciplinary GPLPs enshrined in the Federal State Educational Standards demonstrates that it is appropriate to provide an opportunity to develop elements of all groups of GPLPs in students working in the network research community. For example, the first group of metadisciplinary results embodies the need for building and developing skills in setting and achieving goals as well as following up on and adjusting action plans.

When performing research, students in cooperation with the teacher and a consulting teacher determine the objective and the goals of their research while monitoring and, if necessary, adjusting the research process.

For example, groups of GPLPs associated with effective communication skills interact and take into account the positions of other actors while GPLPs associated with the command of speech (the ability to express your point of view in a clear, logical and accurate way, using appropriate linguistic means) are developed through webinars and online conferences of the community where students present both intermediate results of their research and completed projects, as well as answer questions asked by community participants from other schools. Groups of GPLPs involving skills in cognitive, educational research and project activities are developed directly in the network research community's particpants' research. The group of GPLPs associated with the development of reflection skills, assessment of the limits of knowledge and ignorance, new cognitive goals and the means to achieve them is developed when causal relationships are identified on the basis of experimental results and research results are documented and presented at different levels.

In conclusion, it should be noted that in light of the above, it is relevant to assess the extent to which GPLPs are developed. What can be helpful here, in our opinion, are the works of V.P. Bespal'ko [3] which introduce the concept of "information proficiency" which is manifested by the ability to use learned information in solving different tasks. This ability is described and measured by the *level of activity proficiency*. Based on an analysis of works by A.G. Asmolov et al. [1] and by V.P. Bespal'ko, we are currently developing a criteria-based assessment map for evaluating the level of development of GPLPs in different groups.

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ON REGIONAL RESOURCE CENTERS FOR INCLUSIVE EDUCATION OF THE VLADIMIR REGION

N. V. Belyakova

With the adoption of the “Occupational Standard of a teacher” [11], and state-level development of the “roadmap” of implementation of the project “Concepts of Support of Pedagogical Education” [10], international and Russian pedagogical practices have proved the necessity of creation on the basis of the Faculty of Preschool and Primary Education of the Pedagogical Institute of the Vladimir State University (hereinafter VSU) of the Regional Resource Center for Inclusive Education (hereinafter RRCIE), which meets the requirements of the “Education Act of the Russian Federation”[3] and complies with the provision on ensuring mandatory equal access to education for all students with due consideration of the diversity of special educational requirements and individual capabilities. However, despite the fact that the training of teachers for inclusive education is one of the conditions for implementation of inclusion itself, at the moment the solution to this issue is the least secure in terms of both organization and methodology, although within the psycho-pedagogical frame of FSES of IVE of the third generation, some universities have started the training of bachelors and masters for inclusive education.

RRCIE activities are focused on achieving two main objectives: (1) the realization of nowadays’ explicit social necessity for the training of specialists in child minding and care for early and preschool children with disabilities and special educational needs; (2) expanding the number of qualifications of bachelor students studying “Pedagogical Education” through extremely popular programs in today’s multi-stage system of education, such as “Special (Speech Pathology) Education”; “Work with Children with Special Needs”; “Pedagogy and Psychology of Inclusive Education at Preschool and Primary Stages”, and others. The viability of the solution to these issues is conditioned by the fact that in accordance with the “Education Act of the Russian Federation”, [3] preschool education has become an independent level of basic education for the first time ever. Adopted in 2013, the “Federal State Standard for Preschool Education” being a set of mandatory requirements for education at this level, defines that “correctional work and / or inclusive education are to be aimed at ensuring the correction of developmental disorders of various kinds of children with disabilities, providing them with expert assistance in mastering the program” [12].

Thus, preparation of professionally competent experts in the field of education and training of children with developmental disorders, both in various educational institutions starting with pre-school age and at home, can be achieved through a holistic approach to the development of inclusive education, which so far is going on very slowly and fairly sporadically in Russia. While in some regions (Moscow, Samara, Arkhangelsk Regions) these processes have considerably progressed, in the remaining territories, this practice is just beginning to take shape.

The first inclusive educational institutions appeared in our country at the turn of the 1980s-1990s. In 1991, the “Kovcheg” inclusive education school was opened in Moscow. 1992 was the year of the launch of the project “Integration of People with Disabilities”, which led to the creation of testing sites in eleven regions of Russia, for the integral education of disabled children. According to the Ministry of Education and Science of the Russian Federation, in 2008-2009 the inclusive education model was implemented on a trial basis in educational institutions of different types in a number of territories of Russia (Arkhangelsk, Vladimir, Leningrad, Moscow, Nizhny Novgorod, Novgorod, Samara, Tomsk and other territories.)

The priority in developing the joint education of disabled and able-bodied students does not imply rejection of the best achievements of the Russian system of special education. It is obvious that the preservation and improvement of the existing network of correctional institutions is necessary, as for some children education in these is more efficient. In the territory of the Vladimir Region, nearly thirty such institutions have been established since 1952: boarding schools for mentally challenged children, boarding schools for deaf children, boarding schools for hearing-impaired children, and a boarding school for children with speech impediments [9]. To support the parents of disabled children of the Vladimir Region, there has recently appeared a public organization – the Association of Disabled Children - “Svet”. We believe that such institutions at the present stage must consolidate their efforts into solving emerging issues through networking, provided by the RRCIE, performing the functions of scientific and methodological support and assistance to teachers. Taking into account the fact that implementation of inclusive education is directly related to a country’s balanced system of comprehensive early assistance, we believe that the inclusion model at the preschool level, being focused on development of a child, is the most promising and the least controversial. Inclusive education implementation practices testify that the problems of its organization in modern schools are primarily due to the fact that school as a social institution focuses on children with normal development, capable of moving at a pace stipulated by the standard program, for children for whom common methods of teaching are sufficient. The Vladimir Region should as soon as possible embark on this work, relying on existing experience in the area and contributing to the expansion of partnerships among educational institutions.

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INTEGRATION OF SECONDARY VOCATIONAL EDUCATION INTO THE SYSTEM OF LIFELONG EDUCATION

S. N. Grishina

There have been attempts to validate the ideas of the integrated approach in education for more than a century. Even teachers and scientists of the 17–19th centuries saw the need to reflect the relationship with the real world in the educational process, to connect the objects studied and phenomena into a single unbroken chain, which, in its turn, was supposed to ensure the harmonious development of a person. At the present stage of social development, integration of all educational factors becomes a major component of education: a preschool establishment, school, college, technical college, higher educational institution, family and society. In education the path of integration is seen as one of the most promising ones, and the concepts of “integration” and “systematic approach” are important during setting and implementation of organizational tasks in the system of secondary vocational education (hereinafter SVE).

In the current context of economic development, the formation of a system of continuous multilevel education aimed at professional and personal development, as well as active socialization of a person at every stage of his/her life trajectory, became a priority area for modernization of vocational education. Obviously, professional education built according to the principle of continuity is one of the main components of the system of lifelong education. Education in the modern world is characterized by the diversity of systems. The notion of “integration” in the field of education is considered to be a union – an organic fusion and creative cooperation of educational institutions, systems, and content of educational programs in different subjects or subject areas. Integration of institutions at different levels of education is based on the development of relationships and mutual complementarity aimed at the efficient achievement of goals and objectives, improvement of educational quality, including professional education. All levels of general and professional education should eventually form a common educational space, which is open to innovations and has the ability to adapt quickly to the rapidly changing conditions of the economy and society. Integration of the educational system of Russia into the European and international educational space dictates the creation of a system for preparation of specialists that is consistent with the requirements of international educational standards.

In the current system of Russian education we can clearly see a trend toward replacement of disparate relationships between the educational institutions of various levels by the new forms of association, among which we can identify the integrative process of incorporating SVE into the system of lifelong education. Realization of professional and personal needs is possible for many persons by means of secondary vocational education, which is at the center of the educational chain “school → secondary technical school/college → employer.” The transformation of SVE should be comprehensive, based on a thorough analysis of the needs of the economy and the society, as well as on the principles of openness and accessibility for different categories of the population, regardless of their age,

health, or geographic location. Implementation of this principle is possible by expanding the forms of training and optimizing the learning process in an educational institution. Additionally, the learning process in SVE institutions shall be built from the point of view of the professional importance of education for students with different educational goals and future professional plans. Today's labor market has special requirements to the quality of education in vocational educational institutions of the SVE system and the competence of future professionals, workers, and employees. The basis of these requirements to the professional competence and skills of future professionals is the need for education based on educational needs, social and economic factors, and modern technological innovations. All of these factors should be considered when setting the main objectives of the educational activities of SVE institutions aimed at preparation of future mid-tier specialists, both for performance of their professional tasks and for the process of self-education.

The idea of integration approaches in SVE institutions is manifested in various forms: through cross-curricular and interdisciplinary communication, unity of theoretical and practical training, holding of binary and integrated training sessions, and activities (business games, conferences, competitions, etc.), unity of classroom work and the extracurricular independent activity of students, specialization of general education, unity of basic and further education, differentiated learning, and education in full-time, part-time, and distance forms. Use of integrated lessons technology encourages development of an integral view of the student world, and makes it possible to use the theoretical knowledge in solving practical problems in the domestic and professional situations. Further education, as experience has shown, most effectively extends the boundaries of basic professional education under conditions of their integration, which is a prerequisite for self-identity and obtaining additional qualifications and competencies in the process of studying in SVE institutions. Within the framework of the requirements for the new Federal State Educational Standards, the relevance of integration for basic and further education has increased considerably, since obtaining further professional qualifications/competencies (including the related areas of activity) allows graduates to realize themselves effectively and fully in socially productive activities. As part of building the system of lifelong education, the pre-specialized and secondary vocational education are in a state of active interaction. SVE institutions cooperate fruitfully both with schools regarding organization of pre-professional preparation and professional preparation of senior schoolchildren, and with higher educational institutions for the purpose of continuing professional training of graudates, including the integrated programs. Thus, all integrative processes in the SVE system shall be subject to the general educational concept of development of an institution, and be considered as a transitional stage from general to higher education in terms of lifelong education.

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TRAINING AND PROFESSIONAL DEVELOPMENT OF THE EDUCATIONAL PERSONNEL OF TATARSTAN IN THE EARLY 1920s

O. G. Evgrafova

The second decade of the twenty-first century has seen scientific issues addressed by government bodies and, in connection with this, the problems of secondary and higher schools. State and society recognize the importance of the educational system for formation of modern standards for development of society, and preservation of the spiritual and cultural heritage of our country. According to President V.V. Putin, "Now a modern school has strong competitors – Internet, electronic media. Parents and learners have become more demanding, and school must be in line with pupils, the development of society, and information flows."

At present, the task associated with training and retraining of qualified, ideologically conscious teachers who are in step with the times and who are ready to work under new conditions and perform qualitatively new tasks set by the state has become more relevant. Due to this, it seems to be interesting to turn to the experience of the emergence and development of initial forms of teacher training in the Republic of Tatarstan in the early 1920s.

The new educational system, its tasks, and targets were organically linked with political, economic, and cultural tasks of socialist society building. School was imposed on a new political function which is alien to it: It had to become "an instrument for destroying the division of society into classes, a foothold for cultivating a new generation." Principles of new labor schools were defined in a series of documents of the public authority bodies, such as the "Regulation on Unified Labor School" and "Fundamentals of Unified Labor School." The content of national policy in the field of education was determined by three main tasks: sequential organization of mother tongue education, equalization of the population's literacy rate, and intensive training of educational personnel. Accomplishment of tasks, set for school development, required accelerated training of new teachers. Chistopolsk and Western Institutes for Popular Education were established for this purpose in 1919. The institutes were established as the result of a change in the status which normal schools had. Initially, Chistopolsk Institute for Popular Education had only one department training middle school teachers according to program for teacher-training courses. During the first year of the institute's establishment, there were more than 100 applications submitted from future students, without considering former seminarians. According to archival documents, despite a number of disadvantages (absence of own cabinets and lighting during the majority of the winter season, several teachers contracting typhus), the board of the institute managed to develop and implement a curriculum. At that, according to the administration, work was not too theoretical. Simultaneously with theoretical lessons and practical exercises, students worked at binderies, joineries, and at a farm. According to reports, the institute placed particular emphasis on agricultural work, because agriculture is a typical industry of the country and due to this fact a teacher needs to be familiar with it. Having received a land plot of pastures, during the first year the institute leveled,

cultivated, and sowed with the aid of students almost half of the plot, and namely 13 dessiatinas. They worked guided by an agronomist and an agriculture instructor [5. L. 46].

Furthermore, in Kazan Governorate, 17 teacher-training courses were established before the beginning of the academic year 1919/20; they were the most popular forms for the professional development of teachers. Training courses for middle school teachers included, as a rule, study of such disciplines as educational psychology, history of pedagogical teachings, labor school and school building, teaching of various techniques (Tatar and Russian languages, mathematics, natural science, geography, and history of culture). Cycle "Work Flows" included agricultural works, organization of laboratory studies for making demonstration aids, work in wood, metal, and cardboard, as well as tailoring. Also, there were cycles for aesthetics (drawing, modeling, singing, and organization of school theater) and physical development (summer sports and organization of action games for children) [1, L. 10].

One important aspect of new teacher training was informational support. For this purpose, such a form of methodological work as the Institute of Instructors was created. From the correspondence of the People's Commissariat of Education with People's commissariats of TASSR concerning organization of summer instructional courses in Kazan: "Concerning your telegram 13/I c.y. (current year – 1921 – author's note), the organizational and training department of the People's Commissariat of Education of TASSR informs that courses for training education personnel in all the disciplines of public education will start in May this year. Applications of those willing to attend the courses may be submitted from March 01. Applications shall be addressed to the organizational and training department of the People's Commissariat of Education of TASSR. Educational qualification for enrollment in instructional courses is required to be no less than average and a person is required to have completed four grades of a secondary or specialized educational establishment such as Teachers Seminaries for other educational personnel" [1, L. 15].

Instructors of the People's Commissariat of Education, as personnel who are more competent in a certain field of public education, must provide "living connection" with departments of public education and "correct execution of orders from the Center at the local level."

The problem of retraining national education personnel in Tatarstan was one of the pressing issues during the years of establishment and development of a new school. In 1923 there were eight pedagogical schools, of which the Kazan and Yelabuga schools provided services only to the Tatars, Chistopol School serviced the Tatarian and Russian population, Kazan Russian School provided services to the Russian population, Kazan Chuvash School educated the Chuvash people, and the Kriashchensk school provided services to the Kryashens. Spasskiy and Tetyushsky serviced the Russian population.

Emergence of the early forms of training and retraining of education personnel of Tatarstan took place during a historically critical period, which was associated with new tasks, set by the state to the educational system. The end of the civil war and transition to national economy reconstruction provided education authorities with an opportunity for more purposeful realization of unified labor

school principles, which required increasing efforts at retraining of education personnel. The system for retraining teachers which has been gradually created on the basis of early forms of personnel retraining matured and further developed in subsequent periods of the history of national education.

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POSTGRADUATE STUDIES IN THE GENERAL LIFELONG EDUCATION PROCESS

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G. N. Malinovskaya

Before speaking of the place of postgraduate studies in the lifelong education process, it would be useful to define the educational structure we have today and to determine what this education would look like ideally. Until recently the educational system in our country has been a four-stage one: primary, secondary, higher and postgraduate education. The law "On Education", which has come into legal force, included the last one into the structure of higher education. The concept of postgraduate studies has remained in medicine only. Let's try to analyze educational structure in terms of objectives, results, the role of a teacher in this process, and to evaluate the feasibility of the adopted innovation. Speaking of educational objectives, it seems to be relevant to propose the following classification of objectives for its stages: primary education focuses on obtaining information; the objective of secondary education is to acquire the ability to work with information; higher education must provide students with skills to analyze information, and the objective of postgraduate education is to produce new information.

One basic function may be defined for each proposed educational stage, and students shall be equipped with functions while completing various stages of the educational process. For primary education, it will probably be fair to accept "to remember information and to reproduce it" as such a function; speaking of secondary education, such a function will be "to apply available information"; for higher education the basic function will be acquisition of the skill to analyze information, and may be characterized by the word "select"; and the basic function for postgraduate education shall be considered to be developing the ability to conduct scientific investigations, and may be conventionally called the function "to suggest something new". We don't consider spheres of vocational and specialized secondary education. We believe that they are not fundamentally different from traditional secondary education. In the former case, the stress is laid on acquiring technical skills and abilities. And the latter one lays emphasis on acquiring the basic knowledge in some professional field.

The teacher's role must change in accordance with the change of the basic objectives of a certain stage. Let's propose somewhat conditional terms, which may characterize a teacher's basic function at various stages of the educational process. For primary education, such a term seems to be the word "teacher" in its literal sense. We may also use such terms as "teacher" for secondary education, "tutor" for higher education, and "colleague" for postgraduate education. It's obvious that here we define only the basic function of a teacher. Also we don't consider change of this function upon completion of certain educational stage by a learner. It's clear that the functions of a teacher who educates first-year students of a higher educational establishment, when general subjects are taught, and those of

a teacher who educates final-year students and teaches specialty courses, differ significantly. The attempt to teach a specialty course in the way a general subject is taught distorts the meaning of higher education, and prevents achieving its objectives.

Let's focus briefly on the principal factors which prevent normal completion of the defined educational stages by a student. Probably, the moral and psychological situation in the country can be considered to be one of the basic factors. The paragon of personal success, being promoted by the mass media, is hardly related to one's education and cultural level. The data of opinion polls are interesting in this respect, as they show significantly different evaluations of academic career attractiveness for a child and for a person himself/herself. If the prospect of an academic career for a child was viewed favorably by 76% of persons who participated in the poll, only 18% of respondent students have a positive attitude to having an academic career themselves. One may confidently suggest that the attitude of the necessity of obtaining an education and not just a diploma will be characterized by the same figures. The steady trend to limiting students' load shall be considered to be the second factor. Of course such limitations are justified by slogans about their health care and possibility of harmonious development, and there is a certain element of truth in it. But let's remember what loads were considered to be normal in public schools in Russia before the revolution. Let's believe that a person, who has an adequate attitude to life, must work for almost all his/her life. Despite well-known restrictions, the slogan about labor being the basic human need makes sense. Even a hobby is work, but in another field. Consequently, the earlier a person understands that the quality of his/her life is primarily determined by the quality and intensity of his/her work, the better. It should not be forgotten that the free time a student has now is rarely used for improving one’s educational and cultural levels or for physical development. Unfortunately, it is more often used for cross purposes. The third factor which distorts the logic of the lifelong education system can be considered to be the too-early specialization of education. Actually, a school graduate, and to be more precise his/her parents, are presented with the necessity of choosing the direction of his/her professional activities, while he/she has no idea of what he/she wants, since at that moment even a person’s basic interests haven't been formed yet. Such an approach results in the situation when a person's educational and cultural beliefs are not formed, but ideally he/she is quite informed about one subject area, though there is a strong possibility that he/she will never work in it. As a result, we get a school graduate who has no profound knowledge, instead of one having more or less holistic worldview. Unfortunately, many freshman applicants are such school graduates. The reduction in the number of obligatory school disciplines and renouncement of integration of the full complex of secondary education results while entering a higher educational establishment lead to similar consequences. The introduction of the Unified National Exam has completely distorted the objectives of secondary education. A great deal has been written and said about this problem, so it is not worth the trouble to dwell on it here.

If we refer to the situation with higher education, we'll have to admit that the transition to the two-stage system of Bachelors - Masters has seriously affected higher engineering education. The problem is as follows: engineering education (specialist program) ended in working on and defense of a diploma project. It seems that namely at this stage a student generalized and totalized all his/her knowledge and skills acquired during study at a higher educational establishment. In the process of work on a diploma project, a student was required to propose an engineering solution to a certain problem, to design an engineering unit or any one of its components and so on. Grounds for the decision taken, their evaluation from different point of view, and defense of the student’s suggestions were required. In general, a student had to demonstrate his/her ability to analyze information, to select and ground certain decisions, that is to demonstrate that the objective of higher education has been achieved. The graduation thesis for a Bachelor's degree doesn't imply anything of the kind. Actually, reasonable review is enough. Introduction of the Unified National Exam for Bachelors would narrow the Bachelor's program down to profound secondary education. Such a suggestion has already been considered, but fortunately it hasn't been implemented. Probably, the decision on transition to such an educational scheme in almost all regions was taken due to the fact that fundamental differences between human, natural and engineering sciences, or to be more precise, fields of knowledge, were not considered. Probably, the present situation is not dangerous for the first two, but the consequences for the field of engineering sciences may be no better than those after introduction of a Unified National Exam. But due to inertia they will manifest themselves much later, and for the present we have a sufficient amount of engineers who have been prepared according to the scheme which is traditional for our country. It’s likely that the problem wouldn't have occurred if the transition to two-stage system had been accompanied by a greater dissemination of majors programs, known as 500 or 1,000 hours programs. But their creation and development is expensive. One could assume that employers, especially big state-owned companies, are ready to suffer such expenses. There is no need to emphasize that none of this is observed. This is partly due to the overall economic situation the country, and partly due to the inertia mentioned above. Unfortunately, it's unusual for us to think seriously about the distant future.

We'll see what the future holds for postgraduate education after its integration into the higher educational system. The following hazards are seen. As of today, graduation from post-graduate studies without defending a thesis gives no real preferences to a course graduate. According to the new scheme, successful completion of a post-graduate course is accompanied by receiving another diploma, and, in principle, it increases the value of a postgraduate on the job market. Therefore, the goal is achieved, and writing and defending a thesis is not obligatory, both for the post-graduate and the higher educational establishment. This will result in further profanation of scientific activities and a reduction in the number of persons who are willing to be engaged in it. Instead of an increase in intellectuals, the country will get another batch of graduates who are hardly ready for scientific activities, but have a certificate of scientific skill. The

status of a postgraduate will weaken significantly. Instead of being a full member of the faculty, participation in its life, solving many tactical and strategic problems, and gaining necessary experience, a postgraduate is equated to a student, losing opportunities for personal development. A postgraduate will get the qualification "Research Worker. Research Instructor." We hardly need to remind anyone that most higher educational establishments for engineers have no pedagogical faculties. The situation will look even stranger for scientific-research institutes having post-graduate studies, but conducting no educational activities. Consequently, the large-scale issuance of documents certifying qualification in pedagogics, which are not based on real data, will take place. On the positive side, related to a change of status in post-graduate studies, we can note an increase in social protection of postgraduates – the right to study leave, and, probably, the right to travel privilege. It seems unlikely that such a result will justify the resulting risks.

INTRODUCTION OF EFFICIENT FORMS OF TRAINING INTO THE SYSTEM OF FURTHER TRAINING AND RETRAINING OF TEACHING STAFF

A. Zakirov

Currently there are more than 1,500 secondary specialized educational institutions in the Republic of Uzbekistan, within the framework of the National Program for Personnel Training, with approximately 110,000 teachers, out of which 90.6% have higher education and more than 70 % are specialists under 40 years old. These teachers prepare specialists in more than 200 in-demand areas and professions. Modern progressive pedagogical techniques and the latest computer technologies are being implemented in the training process in the system of vocational secondary, professional education (hereinafter VSE).

However, in the system of retraining of teachers there is a need to implement new efficient forms of training, including those with the use of long-distance technologies. In order to ensure the effectiveness of the existing system of retraining and advanced training of managers and teachers of the VSE system, “Regulations on Professional Development and Retraining of Managers and Teachers of Secondary Specialized Vocational Education” were approved by Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, and new efficient forms of further training and retraining of managers of teachers of VSE system were identified.

The structure and management of the system of training and retraining of pedagogical staff and managers of VSE system institutions are built on the following principles: (a) monitoring the quality of advanced training and retraining of pedagogical staff and managers of VSE system institutions; (b) introducing interactive methods of practical training aimed at professional growth of teachers and staff of professional colleges; (c) systemic improvement of assessment, organizational and methodological foundations of the introduction of effective forms of advanced training and retraining of teachers. The main objectives of advanced training and retraining, based on governmental requirements, are: (1) improvement of professional competence and skills, expertise in education (teaching); (2) psychological and pedagogical training and knowledge of the principles of rhetoric and oratory; (3) development of skills and capabilities of independent thinking and acquisition of new knowledge; (4) acquisition of new teaching and information technologies, practical skills of work with the global Internet; (5) carrying out educational, mental and moral work, strengthening the skills of control and objective assessment of students' knowledge, etc.

The following forms for advanced training of managers and the teaching staff of the VSE system are available: (a) advanced training at a higher educational institution with separation from one’s main job; (b) advanced training at a higher educational institution with partial separation from one’s main job as per the pattern 2 + 2 (2 weeks directly at the base institution and 2 weeks of self-training on the job), or 3 + 1 (3 weeks directly at the base institution and 1 week of self-training on

the job); (c) training at a higher educational institution without interruption of one's job functions as per the method "Tutor – Student"; (d) advanced training with separation from one's main job in the form of on-site training at a higher educational institution; (e) advanced training through self-learning in the form of an individual plan. The duration of these forms of training of managers and teachers is at least 4 weeks (144 hours).

Retraining of teachers of VSE system institutions is carried out in the following forms: (a) with separation from the main job (includes full course – classroom work, workshops, self-study – teaching on the basis of higher educational institutions, (b) partial separation from the main job (combined method) – not less than 50% of the total duration of the course is given in classes. The remaining part of the course is organized as practical lessons with individual tasks on the basis of VSE system institutions. It is possible to carry out practical training at a major workplace. For each studied module of practical training, an interim control is organized in the form of tests, writing an essay, reporting on practical work, etc.; (c) without separation from the main job by means of distance training - assimilation of knowledge and skills in psychology and pedagogy with the use of Internet technology, using the feedback method. The duration of pedagogical retraining, regardless of the form of training, shall be not less than 16 weeks (576 hours).

In the process of distance retraining of pedagogical staff, student activity, coordination and management of the educational process is carried out by a tutor (teacher-consultant) assigned from among the teacher and professor staff. The tutor's duties include maintaining a continuous link with the students, providing necessary methodological assistance to them, monitoring the fulfillment of individual tasks, and assessing students' knowledge. A tutor is solely responsible for the objectivity of assessment of an individual task done by a student. Communication with a tutor is organized via e-mail, by phone, chat and other electronic forums. Also, face-to-face communication must be conducted no less than once per week. To ensure stable feedback between a tutor and a student, the process of control and evaluation of the quality of education additionally include the following mechanisms: (a) drawing on the basis of the curriculum of an individual plan of study for each student, which is approved by the Academic Council of a educational institution; (b) organization of a periodical evaluation of the course of fulfillment of the individual plan by special committee not less than once per month on a full-time basis; (c) training programs are implemented in individual form according to a special plan. Receiving the individual task and access to the data bases of students is done by means of electronic registration on the web-site of an educational institution.

Long-distance pedagogical advanced training courses include "case technologies" of distance training with use of network technologies. A listener of the long-distance form of the pedagogical retraining course is given a course case with educational and methodological materials (course instructions, study guides, a folder with individual tasks, recommendations regarding preparation of the qualification paper, electronic multimedia textbooks and manuals, as well as other necessary teaching and methodological materials).

Listeners of the long-distance pedagogical retraining course independently study the training and methodological materials of modules using Web-sites according to lesson plans. The individual tasks (test, essay, research work, a written paper, a thesis, practice reports, etc.) are given to the tutor according to the schedule, and the interim test-control is carried out by special committee. After the complete course of retraining of teachers, students who have successfully passed the interim control are allowed to pass final tests that are held on a full-time basis and consist of test questions and defense of a graduation thesis.

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MOOCS AS A PART OF LIFELONG EDUCATION

S. D. Kalinina

On the 9th of October, 1930, Spanish philosopher Hose Ortega y Gasset gave a lecture at the request of The Federation of University students of Madrid. This lecture was published as 'The University Mission' later. Thinking about the idea of a University, he said: 'People faced with the pressing and urgent problem: it is necessary to invent technology of adequate treatment with a mountain of knowledge, which he has. If a man does not think of how to cope with this irrepressible growth of knowledge, he will be crushed' [1]. Outstanding thinkers tend to put issues before the society that were not only relevant in their time, but has not lost its relevance in the future. This is what happened with the phrase Ortega y Gasset - about ten years e-stage in the development of information processing technologies began and avalanche growth of information flows has led the society to a information stage of development. How can mankind to cope with the volume of information? Two important directions of human development: improvement of information processing technologies and change of approach to the education of man - the emergence of the concepts of 'lifelong education' or 'education for life' became the answer to this question.

However, the implementation of lifelong education get a few problems, such as the remoteness of educational institutions from someone wishing to continue their education; the inability to stop work for the period of training; the presence of problems with physical health, which does not allow him to study in the traditional form. There are objective factors preventing lifelong education for some groups: for example, women who are on child rearing leave; armed forces personnel and so on. So the distance learning comes to the forefront. The history of distance learning shows a clear division into universities offering distance learning and universities offering traditional training. The increased use of information technologies in higher education made the situation change. Modern distance learning technologies started to penetrate the traditional training.

Massive Open Online Courses (MOOC) are one of the variants of application of distance education technologies for the implement any forms of lifelong education. On 2013, three Russian universities - Moscow Institute of Physics and Technology, St. Petersburg State University and National Research University Higher School of Economics - had become partners of *Coursera* [2]. The news that online courses by Russian universities will be available through the internationally-known *Coursera* educational system failed to get the attention it deserved in the Russian higher education community. Yet this event is a turning point in the perception of distance learning by the elite Russian universities. Three of the Russian 'Ivy League' universities have joined international educational processes that involve the availability of distance learning. *Coursera.org* is a well-known online education project that has been in existence since October 2011 and currently offers 626 courses from 108 universities [4]. The project was initially launched by Stanford University professors Daphne Koller and Andrew Ng. The overwhelming majority of the courses is taught in English, but there are also courses available in

French, German, Spanish, Italian, Portuguese, etc. The tuition is free of charge, but the Coursera business model provides for monetization either via sales of university-branded certificates (the initial scheme is that certificates do not bear the name of the university and are signed by a lecturer), or via testing with identity verification; paid-for tuition can also be made available to university students. In the period from January to September 2013 the project generated $1,000,000 through fees for validated certificates paid by students of online courses [5]. According to *Coursera*, as of the end of October 2013 Russian students accounted for 2 per cent of Coursera students (Russia comes roughly ninth or tenth alongside Australia). The biggest audience is from the United States (roughly 31%) to be followed by India, the United Kingdom, Brazil, Canada, Spain, China, and Mexico. To increase the number of Russian students, in collaboration with the Russian Digital October centre, *Coursera* offered Russian-language translations of courses traditionally available in English. The first course to have subtitles in Russian, the more well-known *Gamification* course by the University of Pennsylvania was launched on the 27th of January, 2014 [2].

What made elite universities turn to distance learning? Probably with regard to both the Russian and the Western 'Ivy Leagues' there might be several reasons for this.

First, it is a sense of rivalry among universities for wooing students. Today prospective applicants may choose any university in the world, as the language barrier is no longer an obstacle for them, and most top universities are offering courses in English. Mr. A. Auzan, Head of the Faculty of Economics of Moscow State University in his interview to POLIT.RU said that 'now nearly every school leaver … goes on to university. Yet there are countries with even a higher index if compared to that in Russia, and what we are witnessing in the early 21st century is accessibility of higher education to almost every citizen of a developed country. On the one hand, the students level is getting undoubtedly lower… It is Chinese, Indian and other students from countries where admission rate to universities amounts to 10 against 80 per cent rather than local students who help world top universities retain their leading position. It is this minority that sets educational standards, thus it is rivalry among universities to woo the smartest students. Now the competition is not about inviting the internationally acclaimed, distinguished Professor but rather about attracting the Student as it is the student that is to meet the university requirements. The local students prove unable to do that. They see University as just another year in high school' [6]. So, online courses by 'Ivy League' universities enable a smart and highly committed school leaver to overcome the frustration caused by tough competition to enter a big-name university and build confidence to apply to Stanford, Harvard, Higher School of Economics or Moscow Institute of Physics and Technology. It is Massive Open Online Course (MOOC) whatever the distance learning project.

Second, it is providing for a university's global leadership in research and teaching. Several years ago Massachusetts Institute of Technology (MIT) initiated the practice of uploading course materials to the Internet. Susan Hockfield, MIT President, explains, 'What are we doing this for? We do this with an aim of securing the MIT world leadership in education' [9]. Surely, accessibility of free of charge

leading universities' course materials can make the latter the bulk and even the essence of syllabi of other universities.

The third reason was well articulated by Professor Erwin Heberle, who taught at Humboldt University, Berlin, University of San Francisco and University of Geneva. His view is that 'it is only one who gives knowledge for free that may eventually expect to be well paid for it' [9]. Indeed, online courses by world top universities attract an audience of millions. Yet the courses are completed by much fewer students. Despite this, when the time comes for getting the certificate, with regard to monetization, even a low-priced certificate gets the university revenue. Uploading online courses by renowned universities is not only an 'exploratory attack' method which gives an answer to the question of whether full-scale distance learning is well worth investing into. It is a form of competition in the world higher education market as well.

UNESCO suggests making it possible for any person and anywhere to study the program of any College or University that is an implementation of the right of every person to equal access to information and education. Massive Open Online Courses are one of such possibilities. The versatility of these distance learning courses allows to use them in any form of implementation of lifelong education. So, MOOCs offered by world top universities is a blessing to both universities and students. Moreover, it is highly beneficial to society at large as it serves a truly humane end – to enable a person to gain knowledge and acquire skills irrespective of age, location, physical well-being and a whole bunch of other factors that might considerably impede or even prevent the realization of one's potential.

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TECHNOLOGIES OF FORMING FUTURE TEACHERS' PROFESSIONAL COMPETENCE

M. Kambarov

The technology of training future teachers is based on the engineering of an integrated didactic process. As we engineer the training technology for forming teachers' professional competence, we shall proceed from the premise that the pedagogical process is a specially organized and meaningful interaction between educators and students aimed at solving questions of development and educational problems. Three important features are elicited in it: 1) the goal of the pedagogical process viewed as a multilevel phenomenon conditioned by the goals of education; 2) interaction as an exchange in activities having conceptual, technological and regulatory bases; 3) result expressed in the acquisition of experience accumulated by mankind in coordination of its four elements: knowledge, inter alia about the methods of realizing actions, skills and know-how; experience in creative activity, and emotional-axiological and volitional attitude towards the world around [1].

The utilization of the concept of "engineering" in the educational sphere is connected with solving quite a few methodological problems, because it entails the expansion of the scientific terminological range, reviewing concepts of some traditional categories, and the need for comparing them with each other. It should be noted that engineering in a number of psychological and pedagogical works presupposes: "planning", "forecasting", "designing". It becomes necessary to define "engineering", together with other concepts, distinctly and in detail.

Proceeding from the definitions cited above, pedagogical engineering is an activity carried out in the context of the educational process and focused on ensuring its efficient functioning and development. Such an activity of a higher educational institution professor is conditioned by the need of solving a relevant problem the nature of which is creative, and bases itself on axiological orientations. It results in a model of a pedagogical activity object that has systemic properties, and is based on a pedagogical invention because a new method of problem solving underlies it, and presumes possible variants of utilization.

No pedagogical design is ever implemented in full in the educational practice. This is caused by the fact that some processes and phenomena engineered by a pedagogue may get out of his or her control because of the substantial influence of occasional factors. Therefore it is often extremely difficult to enumerate and describe all elements, structural units and conditions ensuring its implementation for reasons of the multifactor nature of pedagogical phenomena and individual peculiarities of human beings as the subjects of realization of such design. E.g. insufficient motivation of educatees in a class can be changed by using various forms and methods of teaching corresponding to their interests and needs and shortcomings in the presentation of training materials, and by well-thought out and consequential self-directed work of the student. Only a carefully engineered education technology permits one to avoid those and other possible difficulties.

By *pedagogical engineering* we shall mean a pedagogue's purposeful activity aimed at creating an education technology project, a didactic description of a pedagogical system whose implementation within the framework of the educational process permits one to achieve the required results reliably. By engineering, modern pedagogics means the implementation of project activities connected with the selection, composition and development of teaching material, i.e. the creation of a material basis for the practical implementation of a developed design, while engineering may be theoretical as well [1]. Forecasting is substantially different from engineering in many respects. First and foremost, this is a systematic study of the object development project carried out in parallel to the engineering. It appears that it is possible to distinguish those concepts proceeding from the goal, the result and the assessment. From this perspective, the main goal of forecasting is to describe the characteristics of a future object, and that of engineering is to construct it. The result of the former is an abstract notion about the future object, while the result of the latter is its specific, detailed construction. A forecast is assessed proceeding from its conformity to the reality, while the design is assessed from its conformity to the set goal.

In our view, the equation of the concepts "engineering" and planning in some sources is unjustified. Planning is only a small part of a pedagogue's engineering activity used at all its stages. Since a design is more detailed, it allows for less unambiguity in the process of its implementation than a plan, i.e. the form of its recording. A design presents the structure, type and elements of an object, while the plan presents the schedule of its transformation from one state to another. Whereupon in most general terms the logic of educational activities engineering by a higher educational institution professor can be presented as follows:

- defining the diagnostic goals of training, describing the expected didactic result in measurable parameters;
- substantiation of the training content in the context of a specialist's future professional activities;
- defining the structure of the educational material content, its information capacity, as well as the system of conceptual ties between its elements;
- the development of the procedural aspect of training: presentation of professional experience that is to be acquired by the students in the form of a system of cognitive and practical tasks:
- searching for special didactic procedures of mastering this experience, the choice of optimum methods, forms and means of individual and collective educational activity;
- eliciting the logic of organizing pedagogical interaction with students at the level of subject-to-subject relationships in order to transfer the experience being acquired to new spheres of activity;
- choosing the procedures of controlling and measuring the quality of training program acquisition, as well as the methods of individual adjustment of educational activity [3].

Such a sequence of a pedagogue's actions corresponds to the concept of the process, and reflects changes in its state: every stage is qualitatively different from the others by the problems that are solved and the result that is obtained, every stage is adequate to the engineering process logic and ensures the

achievement of a guaranteed result. Hence, a pedagogical project as a result of a sequence of a pedagogue's actions permits solving the relevant problem of specialists' training, and can be useful for utilization in the educational practice of a higher educational institution on a massive scale.

A professionally oriented technology of teaching the subject "Professional Education Technologies" to students specializing in pedagogics and psychology was developed and realized within the framework of this study with the goal of forming the professional competence of future teachers. The proposed variant of training technology takes into account the key point of the modern pedagogical education: students are offered an opportunity to choose their own trajectory of professional training and to act from a position of personal responsibility for the results of their work. The technology itself is presented in the form of a system of process charts, a descriptive part and check tests.

The first stage of design on which the results of the whole training process depend is goals setting. The essence of this stage is the definition of a socially significant didactic idea – forming professional competence in future pedagogical college teachers. The goal determines the nature and systematic regularity of various acts and operations. It acts as a method of integrating various acts of a person into a certain sequence or system. With regard for training specialists in a higher educational institution, the goals must be vital, really achievable, precise, checkable, diagnostically set, systematized and complete without redundancy. According to the activity-oriented concept of education, the goal (or goals) are formed, as a rule, in the abilities to perform acts at the required level of their acquisition. This factor directs the educator and the educatee to master the material being studied in a specific manner and with the required quality. It also permits one to diagnose the extent of their achievement by the latter; that will determine the efficiency of the educational process. In this connection, it becomes important at this stage to substantiate and describe the methods of setting goals of future specialists' education by a higher educational institution professor. Goals can be set at three levels: Subject, modular or a specific class [1].

Proceeding from the requirements concerning the minimum content and qualification of a higher educational institution graduate, a future teacher must use modern educational technologies ensuring a high level of theoretical and practical training of students; to take part in the development of educational programs, to bear responsibility for their realization in full in compliance with the curriculum and the schedule of classes; to organize the control of students' knowledge, skills and know-how, to form students' professional skills and know-how, to prepare them for application of obtained knowledge in practical activities; to organize and control student's independent work; to create a stock of guidance materials for the specific educational subject. The goals of training specialists in a respective specialty are formed depending on the peculiarities of activities of a secondary vocational educational institution.

The goals setting level was realized in the engineered form as follows: Firstly, in the process of determining the goals of education, we proceeded from the fact that the "Professional Education Technologies" course of studies is one of the subjects focused on the preparation of students for the activities of a teacher at a pedagogical college. Secondly, this course is focused on developing a

pedagogue's personality, forming a young specialist's professional competence in light of implementation of the modern social requirements for their training in the sphere of professional education.

The subject goals of studying this course can be defined as follows: 1) to form a system of knowledge in the choice of scientific approaches to constructing the educational process with regard for its specific nature; 2) to render assistance and support to future teachers in preparing and holding classes during their practical training period by providing theoretical, practical and motivational training of the latter; 3) to form professional skills and know-how that are necessary for a student for successful performance of a teacher's activities; 4) to develop preparedness and ability to implement education technology (as an educational subject project) in educational practice in future specialists. In our view, the subject goals cannot be used for holding specific classes because they are still formulated in a general form. They do not meet the requirements for diagnostic value and therefore, they do not permit checking the extent of their achievement by students.

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THE SPANISH EXPERIENCE OF CONTINUOUS EDUCATION OF GIFTED CHILDREN

L. V. Kokorina

At present, continuous education is one of the most relevant spheres of pedagogical theory and practice. Since the population of most European countries is ageing, the issue of educating persons of the second and the third ages, and choosing specific forms and methods of education comes to the forefront. Since vocational education lasts throughout one's life, the particularities of vocational education are integral parts of continuous education.

As a review and analysis of training teachers for work with gifted pupils in the Kingdom of Spain has demon-12(om)-2414(z1a)-1(pr(n)-12 Tc 0.[S)2(pai)3(n)-fo dem p9(a)-12(nd)1(

within the framework of the "Pedagogical Renewal" educational tendency, whose goal is to facilitate the development of so-called "quality school" *(Escuela de Calidad).* This event is known as the summer school because teachers are trained by means of their participation in seminars over a period of one summer month (more often than not, in July). After leaving this school, teachers get the respective certificate [See: 4, p. 51].

In the 1990s, the University of Mursia in Spain performed a survey "Detection, Evaluation and Training of Gifted Pupils". One of the trends of that survey was the education (training) of pedagogues for work with gifted pupils. As a result of the survey, S. Grau developed a program of training teachers who work with gifted pupils, using the methods aimed at progressive development of understanding the peculiarities of gifted children and permitting teachers to acquire knowledge and skills for observing the development of a gifted child and the growth of his or her abilities. Under normative documents, such a program is implemented in three forms: course, seminar, workshop [See: 3].

It was determined on the basis of studying and analyzing the program content that its main goals were as follows: inciting pedagogues to detect and solve the problems of highly gifted pupils; to improve the level of teachers' competency in the matters of supporting gifted children within the framework of an ordinary audience; motivating pedagogues to study the peculiarities of gifted children, developing projects of studies in the sphere of education differentiation; in encouraging the development of special educational programs for gifted children.

The necessary conditions for efficient realization of this programs are as follows: focus on practice; contributing new knowledge to the fields that were already known; revising the practice of a teacher's work and application of new knowledge in his or her professional activities; harmonious combination of theoretical and practical aspects of activities; taking the assessment of one's own activities into account.

The training course for teachers is planned to last for 30 academic hours (15 classes). The content of the course is divided into three conceptual modules: "The Central Concepts in the Sphere of Giftedness" (6 hours);"The Process of Detecting Gifted Pupils" (14 hours); "Studying the Characteristic Features of Gifted Pupils" (10 hours).

The first module is aimed at considering and understanding the leading theories, models and definitions of giftedness in order to develop common terminology among the teachers taking part in the preparatory course to a new terminology. The prevailing work methods in the process of studying the first module are lectures and discussion. The goal of the second conceptual module is obtaining the necessary basic skills and know-how in order to detect gifted children by means of mastering the methods of determining the potential of pupils; defining the role of a teacher in this process; the analysis of practice of detecting gifted children both at home and abroad. The third module is more practice-oriented so that the teachers might choose the methods of work with gifted children that would be the most suitable for them in their professional activities [See: 3; 5].

The seminar is not so long as the course but it has the same goals, facilitating the pedagogues' sharing of their own practical findings in the sphere of educating gifted children. The content of the seminar is also divided into three

conceptual modules: "Educational Response to the Needs of Gifted Children"; "Strategies of Educating Gifted Pupils"; "Plan of Didactic Enhancement and Differentiation of Education". The methodology of holding a seminar provides for three stages: 1) determining the level of teachers' competence; 2) restatement of ideas; 3) generalization.

A workshop is the most productive form of training teachers. Before joining a workshop, teachers must undergo the course and seminar described above. The goal of a workshop is to analyze the existing strategies of rendering support to gifted children in order to find out the most efficient ones, so that they might be adapted for utilization in the practice of a typical general educational institution. The activities of a workshop must result in a plan of introduction of a specific method of rendering pedagogical support to gifted pupils into the educational process of a specific educational institution. The duration of workshop activities is determined and substantiated in the general work plan, but it cannot exceed one academic year. The methodology of work of teachers taking part in the workshop is experimental. It is chosen depending on the particularities of the teachers' activities [3, 5].

All three organizational forms of training teachers for educating gifted children are aimed at forming abilities to analyze the existing strategies of pedagogical support of educated children, to determine their efficiency and the ability to use them in their professional activities. All the above training programs are realized at the stage of postgraduate education, being a part of continuous education that is important for personal development and career enhancement.

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INNOVATIVE MODELLING IN LEARNING ACTIVITIES

Z. A. Nazarova

We consider modeling to be a process of reproduction of a natural or artificial object of cognition (an object, process, situation, etc.) similar to a real object. The highest learning efficiency is ensured by a rational combination of various kinds of modeling. In our understanding a model, on the one hand, is a structure, object, or specimen. The experimenter builds a model similar to the original and impacts it with the forces according to those acting in real activities. On the other hand, a model is a situation, pedagogical process in which the particular specific features of pedagogical activities are reflected. The methodology of studying concrete situations was initially developed in Harvard. It was applied in business schools in the 1970-1980ies; then it moved to the system of professional education, where it is widely used now.

Models are individual contexts of academic knowledge systemized in a particular logic, combining organizational-methodological and conceptual material. The models used by us in the teaching process are characterized by graphic-symbolic encoding of the contents of the text verbalized at the level of graphic categories. Certain students individually (or in groups) were offered a drawing of a part made from elements of an erector set and asked to reconstruct the part itself using the elements of the erector set. The approach applied by us for the first time is an effective means of formation of spatial ideas, especially at the initial stage of the process. The use of erector sets ensures a certain correlation of reproductive and creative activities due to the interrelation of three kinds of activities: learning activities proper that presuppose fulfillment of learning tasks due to which the new kind of activities is assimilated; evaluator activities which presuppose analysis of the drawings made in the previous class; independent activities of students presupposing creative application of the previously learnt ways of making drawings after their own ideas. All three kinds of activities can be performed in one class.

The technology of object-based modeling used by us is innovative and reveals itself in the structuring of the training material into separate training elements that demands that the training material be considered within the framework of a certain series of models not just as a single integrity aimed at solving an integrated didactic goal, but as one having a particular structure consisting of separate elements; in dynamics presupposing free change of the contents of the series of the models and their interpretation with account of the social and regional practice; the possibility of individualization of training as building a series of programs of erector sets easily ensures the possibility of adjusting the contents of training and the ways of its assimilation to the learners' needs; in a context related to the understanding and comprehension of the training, training-professional and professionally remote prospects of training; in the parity

that requires subject-subject interaction of the teacher and students. The technology proposed by us requires maximum activity from the learners and performance of the consulting-coordinating function from the teacher.

By means of symbols and diagrams, the graphic structure of the presented material allows explicit presentation of the logical connection between individual images and notions, identifying the main thing in them and thus promotes formation of systemic knowledge. The combination of words and graphical symbols allows for recollection of the contents of the paragraphs of the training text and rendering a well-connected story moving from one symbol to another. By their sketchiness in the schematic training subject, the supportive signals incite the learners to work additionally with the textbook, to listen to the teacher's explanations more attentively, and to consult with other students. The procedure of working with notes is explained to students in the lecture hall and to school learners in the classroom at the lesson. When studying each topic, the students and school learners use the supporting notes and control themselves using it. The supporting notes are made in black and white; they can be given to the learners for coloring.

At the beginning of every lesson the learners must reproduce the supporting notes orally or in writing, on topics or as a whole. The encoded material given below is already known to students by the 4^{th} year, firstly, from the school where they studied it, and, secondly, from the university course. The inclusion of the innovative method of supporting schemes and notes into the Methods of Teaching Educational Work to deliver the training material already studied before causes an "explosion" of the students' interest in the topic, and stimulates a desire to consolidate and assimilate this material better. Of special interest are the techniques of the context-based dimension, which will help them as future teachers to present these contents at the lessons at school.

Situational modeling is a promising way of integrating the subject and pedagogical knowledge. However, situational modeling of a particular lesson will be much more important for a student than abstract modeling of some abstract lesson. Thus, the material given above allows identifying a number of principal statements characterizing the use of context-based training in the process of innovative training of teachers: (a) more intensive practical dimension of training, its openness in training future teachers; (b) selecting material adequately to the purposes of application, stronger orientation to the subjects which students will teach in the process of professional activities; (c) higher efficiency of the knowledge with set contours of the teacher's professional labour; (d) integration of the subject-based and social contents of professional activities in the training process; (e) emancipation of the personality of the teacher and student, integration of the business and emotional components in training; (f) elimination of tough management of training, openness to other people's opinion, critical attitude and loyalty in assessment of ideas, assertion of consistency in activities and competitiveness; (g) a creative approach to organization of the activities of the

teacher and the student; (h) inclusion of information about the student's personal qualities in the process of subject-related training; (i) activization of the reflexive positive of the student and the teacher; (k) enrichment of education with regional contents and technologies.

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FROM PROFESSIONAL STANDARDS TO CURRICULA

O. A. Pavlova

The emergence of professional standards is an important landmark. Standardisation of qualifications will enable modernising the labour sphere and making it more mobile. Though there are not many approved or accessible professional standards yet, and this document is quite significant. It denotes direct communication between the world of a customer / employer with the world of individual people having some qualifications. A professional standard is a multi-purpose tool intended among other things to stipulate the contents of educational curricula for highly-qualified personnel.

The Federal Law of the Russian Federation *On Education in the Russian Federation* defines a curriculum as "a range of basic characteristics of education in terms of its volume, contents, expected results, organisational and pedagogical conditions and forms of certification, represented as a syllabus, a calendar academic schedule, trade programmes of subjects, courses, subject areas / modules, other components, as well as marking and methodological materials."

The main types of curricula implemented to develop professional competences in students are (1) university curricula, including those of the bachelor degree courses, master degree courses and specialist degree courses; (2) secondary vocational curricula intended to train middle-rank specialists; (3) secondary vocational curricula intended to train skilled workers and employees; (4) vocational training curricula; (5) extended vocational training curricula. The curricula of the first three types is developed on the basis of the respective Federal State Educational Standards (FSES) for particular professions, specialities and trades; the latter two proceeding from the needs of the labour sphere, i. e. demand and supply in this market.

We assume that vocational training curricula and extended vocational training curricula are the most flexible and susceptible retranslator of professional standards. Why are the university curricula and the secondary vocational training curricula less affected by professional standards?

Firstly, it is difficult to achieve full correlation between the professional standards or kinds of occupation and the federal educational standards. They meet different objectives. The FSES is formulated in a general way as a line of training and is sometimes even marked as subject to sectoral adjustments, which means that each sector has nuances and specificity of its own. A good example is the General Construction Master FSES. It is up to the college to focus the curriculum on several qualifications from among those suggested by the standard, viz. steel fixer, concreter, mason, stove-maker, sling operator, electric welder of manual welding, etc. The professional standard has a different objective. It describes the labour functions of the contractor involved in work activity or the business process. The scope of a professional standard is directly connected with the purpose of the occupation and its localisation in the field of public needs. As soon as there is a public need for a particular production process, there is a need for the respective

labour activity. The demand for qualifications is continuously updated, some of them disappearing and the other emerging. It looks as if the occupation underlying the professional standard said "I exist!" It has been defined, named and described through labour functions, as well as referred to by the respective qualifiers. A lot of developers from among industrial associations wanted to remain within the traditional frameworks and formulated professional standards on the basis on the existing professions and positions. But those who used the formulation including the *Technician* or *Operator,* e. g., Lifting Equipment Technician, could give a wider description of the qualification on the basis of the entire production process, whether vertical or horizontal. So while the professional standard describes the jobs of a particular production process, the educational standard refers to the sector and some related professions.

Secondly, vocational training on the FSES basis is not intended to provide a young person with a narrow specialisation. Quite the contrary, the education is to develop a *sectoral outlook* as the basis for numerous versions of a professional career. As far as the professional standard is concerned, the knowledge and skills regarded there as necessary to perform the labour function are extremely specific. There is practically no basic sectoral knowledge.

St Petersburg Prof. M. A. Bonch-Bruyevich State Telecommunications University is developing a draft professional standard of the Radio Electronic Engineer. There is no sphere of radio engineering knowledge specified as necessary for the functions of this specialist, but there is the Fundamental Economics, Organisation of Production, Labour and Management. It looks as if unobvious knowledge was specified and obvious things were omitted since the developers think universities to know better what extent of basic knowledge is necessary. We can conclude that the description, specification, formulation of knowledge and skills in the professional standard describe their necessary increment proceeding from the required educational level, viz. secondary general education, secondary vocational training or higher education. That means that the knowledge and skills developed within the framework of the required education are not mentioned as necessary. As a result, professional standards cannot stipulate the contents of education. However, professional standards can and will be affected by the variable part of the curricula. An educational institution creates trade curricula proceeding from the needs of the region and the partner enterprise, which means it is focused on particular jobs.

The curricula of vocational training and extended vocational training are short-term and flexible, thus meeting the objective to train high-qualified personnel on the basis of professional standards. Workers and specialists can receive vocational training and retraining and improve their professional skills on the basis of various curricula continuously changing to meet a particular customer's needs.

As a result, professional standards will become the basis for development of curricula.

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THE PRACTICE OF EDUCATION MANAGEMENT IN THE AGRICULTURAL SECTOR

V. I. Parhsikov
V. I. Panarin
S. I. Chernykh

The formation of a new technological pattern and WTO accession require new approaches to the educational potential of leaders in the agricultural sector. Highly qualified professionals having appropriate training and practical skills are required in order to apply innovative technologies working under market conditions. It is difficult for a leader in the agricultural sector with its commitments, intensity of work and relatively poor access to modern information systems to keep track of emergence and usage of innovations, to understand their essence and to introduce them in production. Education is challenged with the formation of a new generation of competitive specialists who can not only form, but also lead innovative processes. Joint production activities of personnel in any organization entail not only involvement of certain workers in their realization, but also coordination and combination of work of all the performers for the purpose of achieving the necessary results. In other words, any economic activity is based on planning, organization and management, i.e. administration and managerial pressure. For the successful work of employees, any manager needs to organize their employment relationships in such a way as to combine the personal goals of staff with the corporate and market requirements of the organization as a whole.

A modern manager is a professional organizer, who manages personnel. Management of staff and production requires development of a manager's creativity. In addition to this, a modern manager must have management experience. Speaking of the latter, its advantage is as obvious as it is hard-hitting. Any manager must know the basics of management science, be familiar with various schools and concepts of management, form his attitude toward them and develop his ability to use the best findings in his own management practice.

Principles and methods of management in agriculture have their own specific character, associated with the peculiarities and the many-sidedness of the field. Due to the fact that land is the main means of production in agriculture and that agricultural production is based on usage of biological functions of plants and animals, an important peculiarity of agriculture is the seasonal nature of labor and production in crop raising and the continuity of processes realization in livestock production. That's why a number of specific features must be considered in farm management. Firstly, today agriculture is presented by diversified enterprises; secondly, zonal specific features matter greatly. Only Novosibirsk Oblast includes three natural and economic zones. Consideration of zonal specific features is important for solving almost all the issues: for determining cropping patterns, choosing a system of farming, development of machines system for various fields, feeding and animal management and so on. Thirdly, it's impossible to determine a

sustainable structure of production, cropping patterns, and size of wildlife populations for different regions of the country at the higher policy level. This may be done efficiently, considering all the local conditions, only by managers and specialists of a certain farm. Lack of the latter is obvious today.

A series of measures for optimization of the above stated factors has been taken during the last few years. Laws "On Agriculture", "On Lands of Agricultural Designation" and others were adopted. A system for support of manufacturers has been developed; the priority national project "Development of the Agroindustrial Complex", developed by the Russian Federation Ministry of Agriculture, has been realized. The Federal targeted program "Sustainable Development of Rural Areas Until 2017" and a series of regulations promoting effectiveness of agricultural production in the Russian Federation, as well as increase in educational capacity of managers, has been prepared and approved. But this is not enough. Staff resources in the field of the agroindustrial complex of the country continue to degrade. Its educational level is dropping, and accordingly, the professionalism of managers in the agroindustrial complex is decreasing as well. Additional measures for strengthening and developments of staff capacities are necessary. First of all, these measures must be aimed at the improvement of professional and additional education systems.

Today continuity in the sphere of agricultural training is improved. Such training is provided in agricultural classes at schools, secondary vocational technical schools and specialized secondary and higher educational establishments. But after getting higher education in the field of agriculture, a specialist requires attention in terms of systematic career development, regular counseling and receiving of informational services, and sometimes (in case of a change in type of activities by virtue of circumstances) professional retraining. This process must be continuous, systematic and long-term. For agroindustrial complex workers it must last for the whole period of their work in the field. In other words, a system of professional support of agroindustrial complex workers is necessary. It should be noted that the age of managers in the agricultural sector of Novosibirsk Oblast speaks about the possibility (still) and necessity (already) of repeated career development, i.e. systematic support of managers in updating and strengthening their knowledge, due to the fact that they graduated from professional educational establishments 20-30 years ago. The main source of knowledge for this category of managers is regular career development in courses delivered by the Institute of Additional Professional Education of Novosibirsk State Agrarian University. These courses are run according to curricula and programs that are annually renewed in accordance with the actuality of the agroindustrial complex issues, changes in the country’s policy and legislation and modern innovations in agricultural production. Managers and specialists of agricultural organizations are invited for career development courses, taking into consideration zonal specific features which determine the character of agricultural production in each zone.

Managers who are just starting their career and specialists in reserve require special attention. Professional retraining and career development of specialists who gravitate towards this activity seem to be the most appropriate measures to form a reserve of managers of agricultural enterprises. To ensure continuity of career development of managers in agricultural organizations it is necessary to use short-term training events as a stimulating impetus for motivating self-education. It was noted that motivation for self-education and a manager's effective actions increase after study at the courses and communication with teachers and colleagues during this period. After a while, a manager becomes familiar with some innovations and successfully realizes them and some of them remain unrealized. In the course of time some ideas are forgotten and their priority is reduced due to daily problems. As a rule, motivation will increase once again during study at training courses, and everything repeats.

Polls of experienced managers and those who have just started their careers show that they agree with the fact that short-term demonstration and training events can be points of increase in motivation between career development courses. Already today, under the leadership of the Ministry of Agriculture the following events are held in Novosibirsk Oblast: one-day thematic seminars; zonal industry meetings; practical and scientific conferences; Field Days, annually held in the oblast; and Harvest Days within the framework of which agro-industrial exhibitions are conducted. Managers of agricultural enterprises pay great attention to thematic seminars as such. They provide information about the "topic of the day", i.e. they help to solve a pressing issue of production. Short-term seminars realize an educational function while preparing different groups of managers for further activity within a market economy (for example, seminars in business planning and development of investment projects). Field Days, annually held in the oblast, are useful for managers because they demonstrate various techniques and new technologies in practice and provide opportunity to see their effectiveness. For participating companies they provide opportunity to promote their goods, and managers can see everything in practice and discuss any technology, machine or plant variety with colleagues and make a decision concerning their further use.

The second aspect of continuity is related to the fact that the activity of a manager includes many individual issues such as carrying out current business activity, understanding of innovations and their introduction in production. And such issues arise almost every day. Often a manager and his/her team face such problems alone. They become almost insoluble without additional information and advice of scientists and specialists. To overcome such barriers, the Regional Training and Methodological Center was established at Novosibirsk State Agrarian University. The center provides informational and consulting services to agricultural producers. Consultants, acting as experienced tutors and assistants, provide support to agricultural producers in search, assessment, studying and application of innovations and their usage in practice. This is a powerful stimulus for increasing a manager's motivation to act. In general, the creation of a system of continuous career development of managers and specialists is aimed at an increase of effectiveness of agriculture through improvement of its management process, wide

introduction of innovations and its transition to the market economy. Effectiveness of continuous specialized education is associated with performance, on the one hand, and economy, i.e. costs for realization of work, process or system, on the other. Both these indicators may be used only in combination, because they characterize work, process or system in comparison with the costs incurred. Generally, in economics of the enterprise effectiveness means performance of business activities with the best ratio of the achieved results of human and public labor. Comparison of costs and results is used for reasoning of business decisions. Thus, a continuous increase in educational and informational capacity of managers promotes social and economic development of the agroindustrial complex of Novosibirsk Oblast. Managers and specialists of farms, developing themselves, involve their employees in the process of development. Together with them they become familiar with innovations, achieve higher economic indicators, and improve labor conditions, thus promoting an increase in the professional and cultural level of their employees, and in general ensuring continuous development of rural areas.

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CONTINUOUS LEARNING AS A MODEL FOR EUROPEAN EDUCATION: THE CASE OF SPAIN

B. Peña-Acuña
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We never stop learning. From birth we are constantly learning, every day we see ourselves involved in a series of processes that requires the assimilation and making thousands of new learning that reach us from our social and labor environment. Throughout our lives we need constant training in every way. There are numerous and rapid advances occurring in society, technology makes a product becomes increasingly obsolete in shorter times. Because of new technologies, human beings require prior training to use the services offered, and more and more changes at the level of communication that requires specific user training so he can enjoy. Given these changes, education is increasingly necessary to meet emerging new knowledge, the rise of new disciplines, as new areas of research are progressing, and men need guidance and direction to acquire the necessary programming that allow we still enjoy the resources that provide these new information channels .

It is desirable to encourage of continuing education. From the public authorities, they should create infrastructures and encourage and facilitate continuing education to individuals, where all people have the ease of training throughout life, through different routes, whether formal type, such as formal education, and / or through non-formal education , such as formal and informal training. The purpose is to advocate for continuing education, where human beings can acquire competencies and skills adapted to the characteristics of the society in which they live, an education where the person can expand their knowledge and skills, ultimately, to progress in their personal and professional development.

In this line, Merino (2011) talks about education as "a process that accompanies man throughout his life, and not one or more learning activities confined to teaching and learning school, certain stages of life (childhood and youth) or some of the dimensions of the person, which has been the case in the cognitive dimension and acquiring knowledge" (p.1). We cannot unlink education to the evolutionary development of human beings; we cannot confine education to a particular stage of life, but must accompany the human being a contributory way, their improvement and progress as a member of society. Continuing education equals advance, progress, growth, and for this, should be present in the life of human being perennially.

Continuous or lifelong learning is a reality of our society and as Longworth (2003) states " continuous learning has profound implications for all parts of the system, not just a few educational systems in schools and universities, but also to the social, political, economic and cultural systems that we have built in our societies" (p.19). Today, more than ever, education throughout life is necessary

due to the many changes that occur in our society, so that we must be flexible in our education, always dynamic in academic training, ensuring by a non- formal and informal education that meets our needs as active members of civilization.

Continuing education is a powerful tool that can lead to large changes in society, through continuous learning, man can progress; make a more prosperous life, helping every man can enjoy a social being. Education enhances the acquisition of new challenges, can develop the potential of every man to advance and improve their daily lives, achieving greater personal and social satisfaction. Education throughout life is so important to the advancement and progress of society that Suurla Markkula (1998) claimed that people can discover all its possibilities of action that have through continuous learning. A person will be able to take their full potential through lifelong learning and continuous contact with the teaching / learning.

Unesco, through the Delors report, prepared by an international commission for the education of XXI century, emphasized as one of the main objectives of training people from infancy to old age, emphasizing the importance of non-formal education and informal basis throughout the life of men. Delors (1996), which aims to develop learning throughout life thinks that it is necessary that periodic training is based on four pillars, which are related to each other, in order to have a continuing education, continuing and thriving. These four pillars are: (1) *Learning to live together.* Learning is necessary based on the acquisition of values such as solidarity, empathy, respect, tolerance. With the ultimate goal that we can live in peace and serenity. (2) *Learning to know*. Continuing education involves the acquisition by man of the basics that form the basis of our learning throughout life. (3) *Learning to do.* Education is aimed at acquiring a set of skills, to produce the resources we needed to transform our society into a welfare state. (4) *Learning to be.* Promoted training where respect for self and others, where fairness and honesty contribute to the establishment of a better world is highlighted.

All continuing education must be planned and with clear and achievable goals, is therefore first necessary teacher training, this being continuous example of lifelong learning through continuing education, as Longworth (2003) notes, "Teachers will become guiding learning, versed in all aspects of educational approaches, including the use of learning technologies, the development of learning skills and knowledge of the tools and techniques of continuous learning" (p.50-51). Hirtz (2009) reaffirms all mentioned in previous lines, when he considers that "education is the indispensable foundation of our personal training. Now from small starts to go the long way of teaching, the path that opens many doors and has a particular purpose “(p.1).

If the education of children it is considered essential from the earliest years, and from the political states regulated education systems compulsory are configured, we cannot let that education remain crippled and stalled once such education is complete, but should offer education that can adapt to the features that people are taking over life. So it is need promoting lifelong learning, where there is a close relationship and compromise between political, social, employment and education, fundamental and indispensable for education according to the

pursued from the European Higher Education area. In this sense, an example of continuing education is adult education, as a way to encourage and promote continuous learning throughout life. As Garcia and Martin (2007) point out, this education is key to personal, social, cultural and economic development of a society and political authorities must ensure and promote continuing education programs to children, adolescents, the elderly, workers active, unemployed, people at social risk, etc. Bustamante (2010) corroborates the above when talking about possible solutions to promote continuing education, "a new model of education and training, a model of lifelong learning (lifelong) that encompasses formal learning (schools is required, training institutions, universities), non-formal learning (structured on the job site training) and informal learning (skills learned from family members or people in the community). All this issues will allow people to access learning opportunities as they need, rather than having them only when you have reached a certain age." (p.35) The participation of society, the education system and public authorities, are essential to the carrying out policies of lifelong learning, where each of them has a responsibility to provide the best of their knowledge and experience in interests of global learning.

Lifelong learning is a new way of life, where we move forward and progress in skills and cognitive and social skills. Formal education is not the exclusive formation of the person, but continuing education is aimed at the person as a social being who needs constant feedback throughout life. Education throughout life contributes to human development will complement as a member of society, thereby contributing to the progress and consolidation of social welfare. With education throughout life, we are also expanding the field of teaching, not limited to only teaching duties attributed to certificated staff through formal education. Anyone with experience, knowledge and skills gained through the fruits of their work over time, turns out to be a potential teacher who can convey a type of instruction that can truly help the individual to personal fulfillment, always with appropriate modifications and preparations methodological and educational level. But what is clear is that it extends to superlative levels, the sources that you can use for teaching in this area.

Continuing education is structured in different ways, and when speaking of continuing education are referring to the formation of groups such as adults, young people, people at social risk, older people, social groups to groups and associations with common interests and themes, people who share interests , leisure , sport, culture etc. The final recipient of education throughout life, is the human being, whatever their condition, race or religion, and that education has no beginning or end, but is an ongoing process, which can be used interchangeably in time and space. What matters is the end goal we want to achieve with the teaching that we want to convey. Every day we acquire new cognitive processes, new learning consciously or unconsciously learn from a coworker, friend, neighbor, etc.; so continuing education is always on the agenda.

We want to explain the educational Bologna´s model and the university Spanish system case Lifelong learning also takes place within a legislative framework is the Bologna agreement in countries that are now part of the

European Union. There are some features that make it different as an Education plan. We'll see which of these features are suitable especially for continuing education, and specifically applying to the Spanish case nowadays.

One is the commitment to prepare students for Europeans to compete with American students that learn in competitive universities and thus keep up financially, so it is an educational system that wants to emulate the Anglo-Saxon paradigm in some of its features. A second factor is the commitment to the English language, on the other hand, English is even more economically favored, and thus also imposes further its cultural hegemony. Another third key factor is the emergence of new technologies in the 80s and its popular usage, particularly in a field that interests us emphasize: the labor and education. A fourth factor is the prominence acquired by the students in their own learning and the importance that is given to investigate from the previous Spanish educational model where students are passive to the teachings of the teacher who uses the resource preferably of "masterclass" and learn what the teacher will discover, without initiative and without researching by their own.

BLENDED LEARNING AS AN INSTRUMENT OF LIFELONG EDUCATION

L. N. Ruliene

Education has always been, is and will be a means of translating a common cultural field [4, p. 30]. It can and should serve as a form of investment into the future, and a way to protect “man's place in the market” [1, p. 556]. Therefore, real education is a continuous process. The task of education is to shape the skills of interaction with the world of nature, technology, and people. For this purpose it is necessary to develop the ability to use the acquired knowledge in practice. In today's post-industrial society it is also necessary to help “a person keep the features of a human being” [3], and work to ensure that people are people. Considering education as a crucial sphere of people’s lives today, we believe that the result of educational activities should include development of an “image” of a person (his face, personality) and acquisition of life experience. And since life experience must be constantly updated, education is also a lifelong process. Lifelong educational activities are very well described by the Indian sociologist P. Shukla (1877-1956): “Education can no longer be regarded as a preparation for life. It is a part of life itself.”

As commented by S.G. Vershlovsky, continuity of education, as a factor of personal development, is not confined to a mechanical connection of stages (preschool, school, undergraduate, postgraduate), but assumes a “collision” of choices, expanding under the influence of education, with non-standard living conditions of people at different stages of their activities, in different social and occupational groups [2]. Thus, education is also an ongoing process.

In the post-industrial society, along with formal education that ends with the issue of a diploma or a certificate, other educational activities are also being developed, such as non-formal (in clubs, hobby groups, tutoring) and informal education. Informal [6] education includes daily cognitive activity, spontaneous education implemented through an individual’s own activity in the surrounding cultural and educational environment (communication, reading, traveling, Internet, etc.). Here it is pertinent to mention a remark of the English lawyer and diplomat F. Jessup (1897-1970): “Whereas a temporary break in education is natural, final cessation of education is equivalent to amputation of thinking.” In today's society, where everyone is constantly learning and self-taught, it should be remembered that the purpose of modern education is not knowledge – ability – skills, but rather the basics of human culture, the competences making it possible to communicate, learn, analyze, design, choose and be involved in creative activities [5, p. 49]. This goal can be achieved in the conditions of post-industrial education, the main features are: universality (availability without limit or rating restrictions), unlimited character (regardless of the age of the students), continuity (acquisition of actual life experiences throughout one’s life, constantly). Blended learning, in our opinion, is the most effective learning format to meet the challenges of lifelong education. It includes the advantages of traditional academic and innovative education,

including interactive and e-learning, using techniques of classroom learning and long-distance education technologies.

The concept of blended learning was developed and discussed in Buryat State University (hereinafter BSU) in the 2013/14 academic year[1]. Its main objectives are: (a) integrating technologies of interactive, e-learning and distant learning technologies in continuous modernization of the educational process (including electronic information and educational environments); (b) developing corporate information and communication culture of teachers and students in the self-learning educational organization; (c) ensuring implementation of innovative educational practices at BSU in the context of promotion of educational services in the universities of the Asia-Pacific Region. In the process of implementing the concept, the following objectives will be met: (1) introducing innovative educational technologies into the educational process; (2) creating an electronic information-university educational environment that integrates efficient technologies of classroom and long-distance learning; (3) implementing audit of the use of innovative methods and technologies in education at the level of a university and its subdivisions; (4) determining the innovative technological minimum of use of the innovative methods of teaching for departments and a model of blended learning at faculties, in the institutions. The process of implementation of the concept consists of five stages. The first stage includes determining the methodological and standard basics, specification of the conceptual base, collecting information, and meetings with teachers and students. The second stage includes teaching tutors within the framework of program "Organization of educational activity in the electronic information and educational environment". The 3rd stage includes developing new electronic educational resources in working groups, and preparing the manual "Educational activities in the conditions of blended learning". The 4th stage includes a competition of new electronic educational resources and educational technologies. The 5th stage includes auditing technologies of blended learning.

Considering the structure of the educational process of a modern university that includes traditional and innovative learning models, academic and interactive forms of interaction in real and virtual learning environments requires the description of mutually exclusive, sometimes incompatible techniques. However, in combination with each other and in contemplation of each other, these techniques give good results – efficient technology. Blended learning implements a combined educational approach, when training sessions in the classrooms of the University are combined with long-distance learning. The best lessons in the classrooms are combined with the best practices of long-distance learning [7, p. 225]. In BSU, distant learning is carried out in the "Hecadem" and "Moodle" educational environments. In the training process, various technologies of multipoint web and video conferencing, and streaming video, including use of the specialized equipment "Polycom VSX 7000", are used. Web and video lectures, on-line consultations, and examinations are actively used. In general, the organization of distant learning makes it possible to switch from authoritarian to interactive teaching methods, to ensure the active interaction of subjects of virtual reality. In

[1] www.e.bsu.ru – portal of e-learning of BSU

blended learning not only communication via computers is used, but also “live” communication between teachers and students. In fact, such training is a combination of traditional and distant learning [8, p. 41], and e-learning methods, with direct participation of a teacher in the educational process.

Functioning of the educational portal that integrates the electronic educational information resources of departments and faculties, personal websites and blogs of the university teachers into the unified information and educational environment based on Web 2.0, creation of virtual departments, organization and carrying out of virtual competitions are important elements in the development of blended learning. On the basis of complementarity, it is possible to integrate the traditional forms of education (full-time, part-time, external) into a single system, and to carry out a full-time long-distance form of education.

Blended learning in reality is implementing the principle of complementarity, which involves the interaction of different kinds of elements, categories, phenomena and processes that create the completeness and integrity of an object, a process. The interpenetration of classical and non-classical styles of education takes place in blended learning. If classic (knowledge-based, rational) style of education focuses on professionalism, and the effectiveness of the knowledge transfer processes, then the non-classical style of education focuses on inter-disciplinary means and dialogism. When combined, these styles make it possible to achieve good results of educational activities. Perhaps this is the case when certain kinds of differences are mutually attractive, and complement each other, rather than contradict one another, and are not mutually exclusive.

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EDUCATIONAL GRANTS IN KAZAKHSTAN: PRACTICE AND POTENTIAL IN THE CONTEXT OF LIFELONG EDUCATION

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Before we start describing the system of educational grants in Kazakhstan, we should note that they, as a rule, are issued with regard for an actual need for education of talented young people from among the disadvantaged population who are motivated for the long process of education, both formal (a college or a higher educational institution) and informal, supplementary. Thereby, the system of educational grants creates a stimulus for permanent self-education and improvement of one's professional skills in compliance with the challenges set by the postindustrial stage of development of our societies.

What kinds of educational grants exist in Kazakhstan? First of all, there is a state educational grant. This is a targeted sum of money provided to a student on the terms established by the legislation of the Republic of Kazakhstan. Annually, the Government of the Republic of Kazakhstan approves, on the basis of adopted rules, the State educational order for the training of specialists with a higher and postgraduate education, as well as with technical and secondary vocational education at educational institutions financed from the Republican budget. State grants are allocated for all levels of professional education, for the training of specialists with higher education, and for magisterial and doctoral postgraduate studies. The total number of students in Kazakhstan in 2013 amounted to 571,691 persons. A total of 131,919 persons, or 23.0% of the total number of students, are being educated at the expense of State educational grants. The majority of students study in Kazakhstan for a fee.

Apart from the State educational grant, there is the Bolashak International Stipend of the President of the Republic of Kazakhstan, founded in 1993 by Decree of the President of the Republic of Kazakhstan N.A. Nazarbayev. The stipends issued since then have been for studies at the 200 best higher educational institutions located in 33 countries of the world. The program covers the tuition fee, a monthly stipend, and other costs, i.e. it essentially issues educational grants. Target educational grants render a substantial supports to youth from disadvantaged families, orphaned children and those in acute need. Such grants are provided by social funds being nongovernmental organizations. The most substantial support to the educational grants system is rendered by the BOTA social funds established by an intergovernmental agreement between three countries: Kazakhstan, the USA and Switzerland. Since 2009, the fund's Educational Grants Program has issued 841 grants for studying at Kazakh colleges and higher educational institutions, including 101 grants for orphans and 17 for especially disadvantaged grant holders. Out of 692 holders of grants issued in 2009-2012, 478 persons (70%) were the first children who got access to higher education in their families. Of these, 433 persons (91%) among them were the first ones in their families who got access to higher education, i.e. their parents did not have a secondary specialized or higher education. Thus, the educational grants

issued by the BOTA funds carry out a vital social function in Kazakhstan: they provide access to professional education for youth from socially vulnerable population groups and afford a starting opportunity to use education as a "social lift" for a future successful professional career. Apart from the BOTA fund, other social funds function in Kazakhstan as well. They provide youth with support in the form of stipends, or issue special educational grants. In particular, there is the Erzhan Tatishev Fund, providing support to the best students of financial and economic specialties. Virtually every higher educational institution in Kazakhstan has also issued target educational grants to youth from disadvantaged families, orphans and disabled persons, alongside with a system of discounts.

As the practice of educational grants administering demonstrates, the grant holders are one of the most susceptible social groups in respect of "lifelong education" concepts, since they have to act under rigorous conditions of competition for a grant and they understand that it is not only necessary to get formal basic education, but to continue it.

The survey of the subject "Status and Development Level of Human Capital in Kazakhstan" performed by the Kazakhstan Institute of Strategic Studies (KISI of the President of the Republic of Kazakhstan) detected that the majority of polled persons (68.7%) had limited access to education. They stated that they were unable to pay for their education. Less than a third of polled persons (30.7%) were capable of paying for inexpensive education. A total of 19.9% of those polled were in need of supplementary training (a refresher course or probation), while 24.5% stated they were in need of improving their professional skills. The results of the poll permitted the surveyors to formulate the following tasks, including those in respect of lifelong education: the development and implementation of the mechanisms of motivating employers and population for continuous professional training and skills improvement; forming a system of continuous professional training and skills improvement on the basis of higher educational institutions, training teaching personnel, and development of modern programs of studies and training technologies with regard for the needs of the Kazakh economy and the experience of developed countries; regulation of the population's monetary income and the cost of tuition at educational institutions with the goal of easing access to skills improvement and supplementary professional training for all the able-bodied population of the Republic.

It is important to note that the Government of Kazakhstan views the success of national educational system modernization as one of the key factors of success of the whole modernization process. Modernization of the educational system is restructuring the educational process with the goal of improving efficiency and accessibility of educational services, the restoration of logical ties between all types of "age" education as a comprehensive lift: pre-school, primary, secondary, vocational, higher and postgraduate education.

Kazakhstan belongs to the countries that signed the Memorandum on Lifelong Learning (LLL). This defines the following key concepts of the LLL: (1) provision of general and permanent access to education for mastering and improvement of knowledge-based skills: (2) significant enhancement of the level of investments into human resources; (3) the development of efficient methods of teaching and learning and the creation of an environment for the realization of all-

embracing studies throughout one's life; (4) significant improvement of the mechanisms with whose help it is possible to understand and evaluate participation in education and its results; (5) improving access for every person to quality information, consulting and educational opportunities throughout his or her life; (6) making education as close as possible to the educatees at their residence places through using information and communication technologies.

At present, the State has carried out a significant amount of work in order to implement a number of measures provided by the Memorandum. In particular, within the framework of realization of the "Employment Road Map 2020", the program of the Ministry of Labor and Social Securities. The persons participating in this program are citizens of the Republic of Kazakhstan (ethnic Kazakh repatriates), as a rule, unemployed or partially employed and financially disadvantaged. The categories of persons having priority right to participate in the program are as follows; (a) youth aged up to 29, including 11-year general education school graduates, graduates of technical and vocational, secondary, higher and postgraduate education within one year of completion of their studies; (b) persons brought up at orphanages, orphaned children and children deprived of parental care aged from 18 to 29; (c) disabled persons who have no counterindications against engagement in labor activities because of the state of their health (d) women residing in the country; (e) persons aged above 50 who have not yet reached pensionable age; (f) pensioners who retired before reaching the generally established age; (g) employees previously employed at jobs with hard or hazardous labor conditions; (h) persons discharged from the Armed Forces of the Republic of Kazakhstan; (i) persons released from detention and compulsory medical treatment institutions. An important field of the "Employment Road Map 2020" program is education and employment assistance. The program participants are provided with the following types of state support: Consulting in the matters of professional education, employment and career guidance; studies at free supplementary education, vocational training and skills improvement courses; the provision of material aid for vocational training, search for appropriate job openings and assistance in employment, including employment at social jobs and youth practice; partial subsidizing of the salaries of those employed at social jobs; paying salaries to natural persons sent for youth practice. It is important to note that upon completion of professional training of a program participant, the employers provide him or her with employment under the social contract terms. Vocational training of the program participants is carried out both at the educational institutions of the Ministry of Education and Science, and at training centers at enterprises.

Thus, the realization of "lifelong education" concepts in Kazakhstan has a certain experience and a great potential because both the state and non-governmental organizations and social funds work in that field.

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PROJECT ACTIVITIES IN THE CAREER DEVELOPMENT SYSTEM

V. I. Sakharova

Project activities are a universal means of personal growth at different ages. In recent years, a lot of teachers have started to actively participate in various projects. Some of them do it out of necessity: nowadays project activities have become an efficient means of gaining financial support for innovative initiatives. For others, mastering project-based skills is a means of reaching new levels of professional excellence. For the third category, project activities are a means of activating a unique manner of building and developing fruitful relations with colleagues in teaching practice.

However, there are plenty of teachers who remain suspicious of this new method. They should not, though. Project activities reveal amazing possibilities, as they are capable of benefitting a person of any age. Their developing function is based on the efficiency of imagination, which creates a subjective reality and programs actions to change this or that object; creative power and freedom; consistency and coherence of creative activities performed together with other people; a stimulus to develop social activities; emotional enrichment of a person's life, connected with an ability to transform reality; and the opportunity to witness pedagogic results in the form personal transformations vitally important to the participant..

In institutions of continuing professional education, project-based activities are used as a means of standardizing and re-standardizing professional activities, as well as one of the ways to demonstrate innovations. In the first case, the major role of teachers of secondary professional education is to manage various kinds of activities and to establish connections between them. As a result, we observe an upward transition of a teacher's professional activities. In other words, we witness a certain development in qualifications, an increase in the level of competence, the formation of individual or corporate culture and a buildup of pedagogical skills. Project-based activities acquire an organizational character, with the methodological instructions of an activity and the quality of the activity itself being its products.

In the second case, project activities are of a search-and-generative nature. Joint project activities result in the generation of an innovative educational product of various degrees of specificity and complexity, often in the form of a working or variative educational program, lesson plan or didactic assignment. Among the major types of project activities in career development courses, there are authorial assignments, non-standard forms of work, and radically new teaching experiences, all of which enable teachers to enhance their professional excellence.

Participation in a project is a wonderful chance to ponder the situation of one's professional activities. This situation is analyzed from different perspectives with teachers from institutions of secondary professional education in the course of working on a project during career development trainings. First, it is a kind of preliminary diagnosis, a provisional location of sore spots, discontinuities, blank

spots, barriers, dead ends and contradictions in the current practice or inherent in an object in question as the project participants, at their level of current experience, see it. The axiological grounds, within the framework by which the object of a project is developing, also undergo careful analysis. This allows them to be matched with the individual and group values and goals of the participants, which makes it possible to form a more objective judgment regarding the topicality and feasibility of intended purposes, and potentially demand for a future project-based activities product.

In career development courses we offer teachers the opportunity to complete a project. Sometimes, participants are given the same problem which they solve in different ways. Sometimes, participants chose the topic of the project in accordance with their interests and preferences and complete the project while taking into account the stated requirements. This calls for organizing groups consisting of a few people with distributing duties among them. In the course of solving the problem, each group member comes up with a joint means of fulfilling the project. During discussions teachers analyze their activities and the contribution of each of them to the general result; presente their understanding of the goal and targets set; and prove the importance and the unique character of the suggested idea.

The heightened levels of activity and enthusiasm of teachers involved in project-based activities allows them to make joint decisions concerning the problem under analysis. This gives birth to the process of creation; we observe independent intellectual work which addresses the goals and objectives, as well as practical implementation, of the concept and presentation of the project. Teachers note that the effectiveness of education at institutions of continuing professional education using project-based activities was connected not only with an increase in the depth or reliability of learning educational material, but also with significant changes in the motivational and communicative spheres of the participants. The acquired project-based and communicative skills are most valuable results of the fulfilled projects. At the same time, the scientific aspect of this or that subject content and the depth of its mastery are usually in the background. The result is that the consciousness and behavior of the project participants, under the influence of such projects acquire new additional properties. First of all, it is a special state of openness of consciousness to the new and unexplored. The project imagination combines fantasy with the ability to imagine the project’s object against the background of several contexts. The peculiarities of project-based thinking manifest themselves in the ability to imagine the future, while thinking critically, creatively, methodologically.

A participant of project activities will need a creative approach to reality combined with self-belief and a focus on positive results. Experienced project participants are noted for their inquisitive mind, curiosity, and interest in the surrounding world and people. If you do not possess those features, you will not be able to find your own issue nor problem for which the solutions of project activities are actually meant. As a project is usually performed by a team, its success is largely due to the level of development of the communicative abilities of all participants. Efficiency of communication with one another and psychological compatibility largely depend on this. In the course of project activities, teachers

constantly feel the necessity to share information, understand and evaluate actions of each other and exert a psychological influence of this or that kind on their partners. They also have to reflect on and understand the social and psychological characteristics of the group they belong to as well as the place and the situational role of each of its members. Effective means of developing refined communicative skills include communication trainings of various kinds, role playing games, moderated group discussion.

Project activities result in the development of a great number of personality traits. Those teachers who have participated in project activities unanimously note that at each stage of the project, along with the planned product, they observe their personal achievements. Dynamics in values, norms, attitudes; new means of action; and changes in relationships with others become evident. The personality and character of a project begin to provide an overwhelming stimulus for self-perfection and growth of professional excellence.

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WAYS OF SIMULATING SITUATIONS THAT ENSURE THE SUCCESS OF TEACHING

R. G. Safarova

A successful situation in academic activity is created by the teacher, which is why such situations are academic ones, such as: inner psychological preparation and learners' attitude to certain actions; organization of activities for usage of methods and ways for successful performance of intended tasks; and comparison of the results obtained with those expected. While carrying out activities, the conscious attitude of learners to the results of their work is formed. In the process of simulating academic situations, it should be noted that successful completion of tasks requires preparation, performance, and evaluation. This situation will develop at several stages.

1. *The stage of encouraging pupils to act or goal-setting.* A teacher challenges learners. This means formation of skills for successful task completion. At this stage the teacher acts as a creative thinker-creator of the situation. A teacher must develop learners' skills to overcome challenges and create their attitude for successful completion of the planned tasks. As learners make progress towards achievement of the results, the teacher proposes learners various forms of work and types of exercises, such as: interesting tasks requiring independent performance; tasks aimed at maintenance of authority and leadership of learners (i.e., competitive tasks); considering the possibility of others using some learners' work results; and making some new connections in the process of task performance. For the purposes of neutralization of pupils' emotional tension in the process of the stated activities, less complicated "transparent" situations associated with achievement of success should be organized at the final stages. At this stage, psychological directions, which are different from other situations, are revealed.

2. *Organizational stage or stage of supporting activities*. The task of a teacher is to provide learners with exercises. If at the first stage general tasks were set, at this stage the teacher is required to propose a system of tasks considering the skills and capacities of each pupil. Pupils must get not only satisfaction, but also "pleasure" from the performance of certain tasks. In this case situations must be (partially) problematic; this is associated with development of the intellectual operations of learners. At this stage, performance of tasks is also associated with certain emotional stress for learners. On the one hand, there is a necessity to perform class assignments, and on the other hand, there are no sufficient conditions for realization of tasks, and due to this fact, some inconsistencies occur in the process of learning. Teachers and psychologists mention the following reasons for a decline in the efficiency of situations of success: (a) insufficient pupil skills; (b) complexity of tasks; (c) absence of an attitude for success; and (d) lack of will. Success is also dependent on external conditions. As opposed to abilities, success is associated with the complexity of tasks. There is no doubt that strong-mindedness is the basis for independent cognitive activity. The main task of the teacher is to create conditions for successful performance of class assignments.

The following methods for execution of necessary tasks can be mentioned: control over the start of work, its end, and summary; recommendations and instructions as to the content of work; and directions of intellectual and emotional processes.

3. *Stage of performance assessment*, comparison of expected and obtained results. The following educational actions shall be carried out at this stage: (a) transformation of the results obtained in previous activities into emotional stimulus; and (b) conscious digestion of subsequent class assignments. For this purpose, learners must reflect on the results of the previous stage and analyze them.

Observations show that in the field of didactic theory, peculiarities of the final stage are the least explored, particularly regarding the issue of evaluation of learners' activities in the situational process. As a rule, the opinions of pupils and teachers as to evaluation of activities do not coincide. That is why learners' grades today are not indicators of their intellectual and spiritual development. A teacher may objectively evaluate literacy, level of knowledge, observation of discipline, and correctness of answers, but the intellectual and spiritual development of learners is evaluated approximately. At subsequent lessons, learners distribute their forces and abilities for digestion of knowledge and information, think about the time spent, and aspire to concentrate on achievement of a goal. In this situation a teacher must think not only about knowledge retention, but also about correct and rational consumption of learners' time and energy, and evaluate these skills.

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INTERNET TECHNOLOGIES IN THE LIVES OF STUDENTS

A. I. Skrinnik

The use of Internet technologies in the process of a person's professional development is determined by several factors: (1) the introduction of Internet technology significantly accelerates the transfer of knowledge and the accumulated technological and social experience of mankind. The Web and the underlying Internet were designed to be decentralized, non-hierarchical and fully open so that a user could work with all types of information, on any device, with any software, in any language, independently of others, showing creativity limited only by his/her personal imagination; (2) modern Internet technologies help a person to quickly and successfully adapt to the environment and the social changes that are taking place. Tim Berners-Lee invented the World Wide Web as an open communication environment that allows several people to work together on one project, and enables consumers to seek advice or a solution to their problem by asking "collective intelligence"; (3) the introduction of Internet technologies in education is an important factor in creating an educational system that meets the requirements of modern society for the process of professional development of a specialist. The Internet, understood as a social and technical system, together with modern digital technologies, is based on the traditional symbol systems and fully contributes to their quantitative complication and qualitative transformation. The creation and use of hypertexts is a natural activity for a human being.

From a psychological point of view, the Internet is a modern landmark of symbolic (semiotic) mediation of activities. Using the World Wide Web hypertext technology ensures the implementation of methods of developmental education; the flexibility of the navigation system enables each of us to construct an individual educational trajectory; openness of materials enables the creation and development of one's own knowledge base - individual educational space. According to Tim Berners-Lee, it is development of the society [1] and not the technological progress that plays the decisive role in this. These ideas can be also found in the works of L. Vygotsky in the early 30s. In accordance with the provisions of the cultural-historical theory of mental development, increasingly sophisticated signs and semiotic systems contribute to the development and transformation of the higher mental functions of an individual, such as memory and thinking. Problems of development and complexity of the structure of higher mental functions as a result of mastering and application by a person of computers was raised by A. Leontiev, O. Tikhomirov and other scientists.

In accordance with the concept of transformation, mediated by the use of computers, it was found out that under conditions of IT development the structure of higher mental functions is developing and being enriched, in particular, due to the need not only to work with symbolic systems, but also to learn the techniques of their use. The modern stage of research associated with the "psychology of the Internet" in scientific literature is referred to as study of the psychological aspects of the transformation of culture as a whole [2]. According to the basic concepts of Vygotsky, tool mediation is one of the most essential conditions and simultaneous

characteristics of development of the human psyche. The mechanism of inclusion of already mediated forms of activity into the new systems of mediation is the most important one. The importance of this mechanism is mentioned by M. Cole, an American theorist of cultural-historical psychology [3].

Developing skills for carrying out educational activity through the use of Internet technologies can stimulate not only development of cognitive actions within the framework of traditional activities (implementation of the principle of return effects), but also personal development (generalization of transformations) and the formation of the self-concept [2]. Information search in the hypertext generates a willingness to familiarize one with different points of view and competing theories about the matter of interest, and enables one to make an independent choice in the professional space. In this case, the activity is shown by the user himself/herself, who may at any time leave the hypertext confining himself/herself to studying only one point of view. The transfer of similar skills to work with traditional sources of information promotes personal professional growth of Internet users. Training in navigation in hypertext leads to the transformation of the system of relationship between learners and teachers. The possibility of the virtual presence of a teacher, as an object of online management of the educational activity in the process of training using Internet technologies, is one of the main factors that increase the efficiency of learning. The ability to select individual trends of study of the training material, controlling the rate of its absorption, and deeper adaptation in the intelligent systems of training support, based on the model of a student, actually transform the learning activities of students into self-sustaining cognitive activities.

Student's willingness and ability to perform tasks of a productive nature requires a certain level of intellectual development and creative elements that depend on the motivation of learning [4]. In connection with this, it's important to find ways to increase learning motivation, which is a system of goals, needs and motives encouraging students to learn. It is not enough for a future specialist to be competent in the areas of information technology: to possess comprehensive knowledge of the information processes and be able to apply them in a high professional manner within his/her specialty. He/she needs personal qualities that allow him/her to treat information as an absolute value; to evaluate it critically, maintaining the controlled openness in the exchange of information; to resist the manipulation effect of information circulating in the society and to refrain from manipulating others; to understand the power, capabilities and limitations of use of the information technologies; to foresee the consequences of the information effects on the nearest and distant social environment, and be prepared to bear the responsibility for this.

The system of criteria and indicators of informational self-actualization includes: (a) the informational outlook, expressed through the understanding of content and structure of cognitive activity by means of Internet technologies as standards for understanding one's qualities; (b) attitude to cognitive activity through Internet technologies as a means of achieving a certain level of professional and personal development, which is determined through value orientation and conceptual directives; (c) self-actualization as a specialist with a sufficient professional level of knowledge and skills in the field of working with information

technologies, expressed in determining the place of the information technology in the general context of people's lives; (d) consistency of the "self-concept" of a person, which is a condition of the development of a person's ability for self-determination in relation to mutually contradictory judgments of specialists in a specific scientific field, and the ability to get oriented in the information field [4].

Thus, with the inclusion of Internet technologies in education, the development of a future specialist's information competence takes place, which is an integrative professional and personal quality that reflects the actually achieved level of progress in the use of Internet technologies, and is manifested by the willingness and readiness to use these technologies in one's professional work.

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MODERNIZATION OF LIFELONG EDUCATION IN SCHOOL PRACTICE

A. Sultanova

The idea of a perfect person is noble, and has both national and universal content. It endows people with supreme physical and spiritual qualities, constantly calling them to noble deeds. The intellectual and spiritual potential of our nation will manifest itself in its ability to turn into reality the idea of national independence, and realize the dreams and aspirations of our ancestors.

The efficiency of development of educational and intellectual skills of primary school children is realized through a set of pedagogical conditions, including: (a) humanistic principles of education, based on the subject-subject relationship of a teacher and students; (b) a system of lessons as realization of work aimed at the development of educational and intellectual skills, resting on a combination of teaching methods and forms of academic activities, based on humanistic methods of education; c) optimal combination of teaching methods, developed on the basis of the focus of a lesson (unit, link in the academic process); (d) a set of forms of academic work, based on the activity and independence in the process of acquiring knowledge.

Philosophical principles and ideas of the battle between good and evil, doctrines of man, his perfection, honesty, courage and similar qualities are reflected in "The Avesta"[1]. They have been mirrored in the history of the national idea in the forms of ideals of freedom of our great wise ancestors, in breakthroughs of global importance of Muḥammad ibn Muss al-Khwarizmi, in the social and moral views of the founder of the Oriental natural philosophy Abu Rayhon Beruniy etc. The idea of national independence also rests on the views of Abu Nasr Farobiy of a fair society, the dualistic doctrine of Abu Aki Ibn Sino, the philosophical ideas of a perfect man of the poet Alisher Navoiy, the intellectual works of Babur and Mashrab, Bedil and Donish, enlighteners who lived and work in the early 20th century.

National psychologists are currently developing diagnostic techniques appropriate for our culture. The analysis of domestic and international studies has allowed the singling out of a common aspect, contained in the fact that the essence of realization of academic and cognitive activities of a child is based on intellectual skills. However, psychologists regard the problem of intellectual development of a child, affecting the success of education, in the aspect of the inner plan of actions, in certain isolation from actual pedagogical actions and pedagogical conditions. It is impossible to master the concept and all logical operations in primary school, though a schoolchild confronts them as early as in the first grade. Education is to be planned in a way which ensures a gradual mastery of these operations, with due regard to thinking of schoolchildren. The thinking of a primary school child is specific: this is expressed in the fact that different forms of thinking are not yet

[1] The Avesta is a set of sacred texts of Zoroastrians, ancient monument of Old Iranian literature, written in a special language, never used elsewhere, in Iranian studies called "Avestan". Comment by the science editor.

developed. Naturally, this creates certain difficulties in learning. At this age, children have problems solving logical problems, including generalization and abstraction. This is obvious in studying such school subjects as the Russian language, and Mathematics. Modern science recognizes that mental development can be carried out to the fullest extent under conditions of developmental education. M. E. and F. Zhumayev and F. Kassymov have developed the activity approach theory of developmental education. The main idea of this theory is that the acquisition of knowledge occurs only as a result of students performing a certain system of actions. The action is functionally connected with the object it is directed at, and includes a product-goal of the transformation, and means of this transformation. All together, it forms the performance part of the action. The action includes the target basis of an action (denotes the process and the result of the initial familiarization of a student with the action being formed in them, as well as with the qualities and conditions of its successful and correct execution).

Having analyzed this thesis, we came to the conclusion that the problem of forming the synergetic style of thinking is relevant in the framework of the senior school age. Modernization of school education imposes a heavy demand on the thinking of a school leaver. This is the source of contradictions between knowledge and skills that develop in students under the conditions of mass education, and new requirements of the modern school. We consider that the formation of a synergistic way of thinking, taking into account its peculiarities, properties and qualities, starting with the senior level of schooling, will contribute to the efficient implementation of the standard of education.

Here comes the issue of what activity, under what conditions, and at what age should be executed for the successful formation of the synergetic style of thinking in students of high school. Taking into account the fact that this style of thinking is based on the intellectual and emotional characteristics of students which have effectively formed already in primary school, we regard it as possible to start with the first grade of school. There remains the problem of choosing a particular job and particular conditions. Given that the above thinking is based on the intellectual sphere, we believe that it is necessary to select a specific group of skills, first of all intellectual, which should be developed in primary school children, which will further create the preconditions for the subsequent success of the formation of a synergistic thinking style.

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MODELING OF LEARNING ACTIVITIES OF JUNIOR SCHOOLCHILDREN

U. Sultanova

The psychological basis of learning activities is the need for theoretical knowledge that grows and develops in a child out of cognitive interests and imagination. Thus, the need for learning activities incites schoolchildren to assimilate theoretical knowledge and the motives – to assimilate the ways of building it by means of learning actions aimed at fulfillment of learning tasks.

We will describe the major specific features of learning actions. The main is transformation of the statements of the problem to discover a certain universal relation of such an object that is reflected in the relevant theoretical notion. Transformation should be understood as task-oriented transformation which allows discovery and identification of a quite definite universal relation. Another learning action is modeling of the identified relation in an object-based or graphic or alphabetic form. It should be noted here that teaching models are a necessary condition of "assimilation of theoretical knowledge and generalized ways of actions" [1]. The next learning action presupposes transformation of the model with a view to studying the properties of the identified universal relation of objects. In this case the work with a teaching model acts as a study of the properties of the conceptual abstraction of the universal relation. Formation of the general way of solving a learning problem in learners implies derivation and building of a certain system of private problems owing to which the general relation can be identified, and the particular solution method assimilated with its help. Appropriate assimilation of theoretical notions by school learners must be accompanied by the process called reflection which presupposes inclusion of the control and assessment actions into the process of solving the learning problem.

An important place in this system is occupied by modeling which is understood as the process of building and studying of the model with a view to obtaining new knowledge about the original. In other words, modeling is the substitution of an action with real objects for actions with their reduced images, models, dummies, moulages as well as their graphic substitutions: pictures, drawings, etc. It is known that the modeling process must conform to the following principles called modeling postulates: the postulate of observability requires that all information essential for the particular research should be used in modeling; the postulate of stability expresses the requirement that the object being modeled should have a certain stability or its change should not be too fast or its change should be regular, or conform to some law; the postulate of extrapolarity requires that the model should possess a certain generality, i.e. being created for one situation it should be applicable to another situation somewhat different from the first one.

The learning activities in primary school have a substantial impact, primarily, on development of the psychic processes of direct cognition of the surrounding world – sensations and perceptions. Junior schoolchildren are distinguished by their keen and fresh perception, which is accounted for by the age-related specific features of the higher nervous function.

Perception of learners of the primary school age is closely related to the child's practical activities. The perception of 1 - 2nd grade learners is characterized by pronounced emotionality. First of all they perceive the objects or their properties, signs or specific features that arouse an immediate emotional response in children. The process of learning involves a shift in the perception that rises to a higher level of development and becomes task-oriented and controlled specific activities. This may be achieved in the process of properly organized teaching, one of its effective methods being comparison. Characterizing attention one can note the weak voluntary attention and the activity of the involuntary attention. Involuntary attention becomes especially steady when the teaching material is demonstrative, which causes emotional perception in schoolchildren.

It should be noted that apart from the psychological-pedagogical specific features of the learners one should also take account, on the one hand, of the specific feature of mathematics as a most abstract science and, on the other hand, of the fact that the process of knowledge mathematization is becoming increasingly popular in the life of present society. When studying mathematics the child must from the very beginning understand the essence of the quantitative approach to the analysis of reality, perceive the specific features of the language of mathematics, and learn to speak it, that is to build a symbolic model of the real situation (this is what the child does putting down an arithmetic action by means of mathematical characters and symbols when solving a problem). Apart from the quantitative approach the language of mathematics presupposes the ability to use the action of graphic modeling and requires development of spatial thinking. As to the very action of modeling, in our opinion it is the general action that reflects the specific features of a mathematical description of reality. If a person can build some model of the object, process, phenomenon, situation, or relations being studied and describe it in mathematical language, the person has what we call mathematical thinking.

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With regard to the organizational structure of education, there is communication in the network of educational and scientific organizations, which account for the consistency of educational programs. The idea of organization of a network in the project is based on the idea of A.M. Tsyrulnikov, that the network organization of education is the optimal one for implementation of "the contemporary pedagogical paradigm and form of organization and self-organization of education". Besides this, the strategy of the network organization of education at the state level is considered as the mechanism of translation of the experience of the best teachers, and must be spread in the system of training and retraining of the teaching staff ("Our New School" National Educational Initiative). Network interaction allows satisfaction of the diverse educational needs of teachers.

The frameworks of the "Virtual Workshop" project involve deep integration of all educational subsystems and processes inside the network between the National UNESCO/UNEVOC Center in the Russian Federation, the Institute of Theory, and the History of Pedagogics Federal State Scientific Institution of the RAS. The issue-related field uniting the content of their activities within the frameworks of lifelong education is the problem of the development of children's giftedness. The problem of giftedness is known to be in the process of active formation in present-day Russia. The significance of this issue is emphasized in a number of government documents. One of the problems is the insufficient preparedness of educational organizations and teachers to work in this field. For example, practice shows that teachers of general education organizations have difficulties in organizing the educational process for gifted children. Thus, there is a need for teachers to master pedagogical designing. The Virtual Workshop project has created the relevant conditions for teachers: the possibility of advanced training courses for teachers.

Upon completion of advanced training courses, teachers can continue the development of their professional competence. For example, they can acquire the necessary skills of application of design, communicative, computer technologies or development of their own teaching system that will make them competitive on the market of educational services. For such communication, the employees of the laboratory of the theory of lifelong education of the THP RAS Institute of Theory and History of Pedagogics, jointly with other educational institutions, have created a specialized communicative-educational environment – the "Gifted Teacher to Gifted Child" International Festival. Its frameworks provide webinars, Skype-consultations, work in virtual cabinets, face-to-face conferences with presentation of the teachers' experience of the development of children's giftedness, and meetings with prominent people of science and education. Use is made of the vmdar.ru website (MOODLE shell), and the webinar.ru+COMDI web-service. The Career Guidance computer complex of psychological follow-ups of career guidance work (www.careerguidance.ru), the Creativity computer complex of psychological express-diagnostics of creative potential (www.crtest.ru), as well as the website of the festival (http://odarfest.wix.com/pedagog), have been developed. The Festival is held under the auspices of the Moscow Regional Organization of the Union of Writers of Russia, the Center for Creative Teaching in Sofia (Bulgaria), and other organizations [7].

Thus, the framework of the Virtual Workshop network project provides conditions for lifelong forward-looking education and systemic translation of fundamental pedagogical and psychological knowledge, meeting the vital requests of practical teachers, as well as the development and implementation of teachers' author's projects, the development of their design competence, which enables them to adapt easily to the changing conditions of educational practice, and to be competitive on the educational market.

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INFORMATION TECHNOLOGIES OF LIFELONG EDUCATION

Y. V. Taravskaya

Radical reform of the educational system should be the basis for reproduction of people's intellectual and spiritual potential, the move of national science and culture to the international level, national revival, establishment of national identity and democratization of society in Ukraine. We need to realize that at the present time - a time of information technology - a person meets a shower of information in the postindustrial period of development in many countries. A person literally swallows information through publications and electronic media, primarily the Internet and CD-ROMs. To be qualified today it is not enough just to graduate from a higher institution and to do one's job well. The new generation faces the problem of lifelong education more and more seriously. This problem is transferred from the area of theoretical understanding to a purely practical area: how a person can have free access to education throughout his/her life, to receive a profession, and to enhance his/her qualifications. The State National Program "Освіта" (Україна XXI століття) focuses on solving the priority tasks – "creating a viable system of lifelong training and education to achieve a high level of education, to ensure the opportunities of a person's constant self-improvement of, and develop intellectual and cultural potential as the highest value of the nation".

This global problem should be solved by pedagogical and information technologies. This issue is closely linked with priorities in the field of didactics. The fact is that, when we consider the prospects of education development, it is not sufficient enough to be focused on the need to transfer and master the experience gathered by mankind, as it is noted in didactics. It is important to get knowledge independently, to work with information, to analyze it, to see and solve problems that arise in various fields, in other words, to ensure an individual's intellectual and moral development. Not just the assimilation of knowledge, but its creative application for the purpose of acquisition of new knowledge, and development of independent thinking - that's the problem, the resolution of which requires a fundamentally different view of both the technology of training and theory.

Personality-oriented teaching technologies should be a priority. This view of the educational system involves changing the paradigm of education. Our former educational system was based on the paradigm "a teacher – a textbook - a pupil". This paradigm does not meet contemporary requirements, or focus on a personality-oriented approach to education, which is being developed within the framework of the humanistic direction in philosophy, psychology and pedagogy. The former paradigm must be replaced with a new paradigm of education "a student – a textbook – a teacher", according to which independent student research activities should be a priority. However, the role of the teacher in this case is not diminished.

It is obvious today that Ukraine needs new technologies that would support mass training of specialists with the use of modern communication and information tools. Use of new information technologies will require improving the efficiency and quality of training of specialists by creating conditions for lifelong education –

education “throughout one’s life”. It is useful for the above-mentioned educational tasks to determine the means that will contribute to their successful solution. If we are talking about educational technologies, we should talk about those that would be, in terms of their functions, adequate to the specificity of a personality-oriented, humanistic approach, for example, such technologies as education of cooperation (cooperative learning), project method, multi-level education, and module-based education. This does not mean that the methods and techniques of traditional education are completely discarded. In pedagogy and didactics, one should always exercise special care and principle of relevance, and look for the most productive ways to achieve the set goals. I would like to draw readers’ attention to the fact that there is a significant difference between a project, including the academic, cognitive one, and project method, i.e. the way to achieve a result that predicts the technological processing of the whole path.

Project method involves availability of a problem that students solve in joint creative, research, search and gaming activities, depending on the type of the project, as well as the certain way of achieving the result. New information technologies can and should play a specific role. These are global telecommunications that help to open a window to the outside world, to organize a dialogue between cultures, when conditions are developed for integration of the information space (using the global Internet, Microsoft technologies, Netscape). Students have access to a variety of data banks around the world, and can work together on a project of interest by means of a teleconference, thereby discussing problems with people almost anywhere in the world. Distant learning on the basis of computer telecommunications expands the integration opportunities. A person has the ability to remotely receive a new profession, improve his/her skills, and expand his/her worldview, practically in any scientific or training center of the world.

Borders can be overcome with the help of the global networks. A person enters the integral information space. Lifelong training and education becomes one of the main elements of the European higher educational environment. In the future Europe, lifelong study of educational strategies will be a prerequisite to meet the challenges of economic competition and new technologies, as well as to strengthen social cohesion, to ensure equal opportunities, and adequate quality of life. For higher educational institutions that use telecommunications and information technologies in the training process, it is advisable to introduce the concept of “information space”. It reveals the relationship between such information environments as a region, a country, and the world community. The information space should to the fullest extent satisfy the information needs of students and teachers. The information space of a higher educational institution is an educational system that has self-regulation and solves the problems of development of lifelong education.

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THE INFLUENCE OF A PSYCHOLOGICAL AND A COGNITIVE COMPONENT OF A STUDENT'S THINKING STYLE ON HIS/HER SUCCESS IN LIFELONG LEARNING

A. Tatarinceva

Lifelong learning is the ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. It enhances social inclusion, active citizenship and personal development, self-sustainability. (Commission of the European Communities, 2006).

Thinking (learning) style is defined as the conditions under which each person begins to concentrate, absorb, process, and retain new or difficult information and skills (Spark, DeBello, Brennan&Murrain, 1981). The author supports the point of view of Stubbs (1999), who claims thinking style is the preference in the use of abilities. Spark (1981) believes, thinking style is the cognitive, affective and physiological trait that is relatively stable indicator of how students perceive, interact with and respond to the learning environment. Swain (1990) claims, thinking style is the identifiable individual approach to learning situations. McCarthy(1984) points out thinking styles are the generalized differences in the learning process as measured by a Self-Report Test, called the Learning Style Inventory. White (2008), believes that thinking style is the characteristic manner in which an individual chooses to approach to a learning task. It is proved by psychologists that the perception element (how people absorb new information) and the cognitive element of thinking styles (how individuals process gained information) are biologically imposed and these elements are developed out during the individual life learning and experiences. The mode of how people process the difficult and new information is called the cognitive component of the individual's thinking style (Stubbs, 1999, Restak &Thies, 1999). Thinking style is a rather stable characteristic of a student, as according to Spearman (1999), Dunn(1989), strong learning preferences are changed only over years as a result of high willingness, motivation and strong personal effort.

Understanding individual differences is an important and useful tool, served lecturers in four ways: (1) lecturers have a method to teach that is diverse and adaptive enough to meet various learning needs of students who are not necessarily oriented towards learning; (2) lecturers can show students they care about the individuality and integrity of each learner; (3) lecturers can better understand their own teaching style, its strengths and weaknesses (White, 2008). Different criteria exist for the examination of students' approaches to learning: Personal Response, Theoretical Background, Complexity of Information, Ability to Implement, Multiple Uses (Pica, 2006). Thinking about the process of knowing " metacognition" refers to higher order thinking involved active control over the cognitive processes engaged in learning (Livingsone, 2007). One of the most used instruments of cognitive thinking types' identification is the Myers-Briggs Type Indicator, developed by I. Myers (1962), based on the theories of Carl Jung (1921). Jung made a major contribution to the ability to understand Self by dividing human

behavior into two basic categories: perception, and judgement (Jung, 1921). Jung's Theory proves that humans constantly choose between the open act of perceiving or finding out, discovering, and the closed act of judging, or taking action, deciding, evaluating. The author supports the point of view of Jung that persons who prefer to get energy in an extroverted way will extravert their dominant function and introvert all the other functions, those ones who prefer to get energy in an introverted way will introvert their dominant function and extravert all the rest. According to McCaulley's Psychological Type Theory(McCauley, 1988), as further defined by Myers (1962), may be described Psychological Types' Preferences and Appropriate Learning Strategies.

Pica (1996), believes the extraverted learner in the process of life-long learning prefers an outward focusing of energy, extraversion makes a person seek influences as a source of energy, pleasure, and satisfaction outside, it makes a person enjoy open, active interactions, become absorbed in activities, have a high tolerance for crowds, noise, public appearances. The author believes humans choose extroversion or introversion very early, in infanthood. Extroverts feel more confident when they have a sense of a genuine interest in their task. They like to use aids – overheads, demonstration utensils-while they are giving their presentations at lectures, they need time to prepare: rehearsal time. Extroverts, to the author's mind, learn to do an extroverted task in a way most conductive to their own needs. Extroverts prefer silent reading, wonder if they could use alternative methods of study. Extroverts learn by trials and errors. They usually haven't persistence to finish a learning task, they begin to do another task, or some tasks simultaneously, without finishing the first task.

Introversion is an inward focusing of energy, it makes a student look for sources of energy, satisfaction, safety inward. The introverts enjoy intense, focused relationships, events. Cautious, considerate, thoughtful, the introvert prefers a well-ordered lecture-room in which students work quietly on one task at a time. They always finish their learning tasks. The author analyzing the link between introversion and thinking style could conclude: First, introverted students need to think everything through, inside their heads, before they risk responding in front of others, they are often the quiet, thoughtful learners. They prefer to volunteer answer questions rather than to be asked a question directly. Second, introverted students are private beings. Their deep sense of privacy extends to the certain learning environment. They need a sense of place and a feeling of ownership over that space. They prefer quiet, uninterrupted work where concentrated energy focuses on one thing at a time. Introverted students are self-motivated. They deeply resent anyone "looking their shoulder" as they learn. If such students want ways to follow instructions should be clear, have the opportunity to explore ideas without supervision. If they need help, they prefer to watch an expert, read a resource, or watch video. The introverts are reflective learners. To the author's mind, it is very useful to use questioning methods allowed introverts time to reflect and rehearse before answering. Introverts always work with a peer whom they trust. Very highly achieving and gifted introverts prefer working alone or with equally developed peers (Schmidt, 1990, McCarthy, 1985, Spark, 1992, White 1998).

The next is a sensing learner. Sensation is the perceiving function that seeks immediately relevant, accessible experience through the senses. It causes a person to pay careful attention to each detail in his immediate environment in a practical, focused way. Sensation causes a person to enjoy traditional surroundings, to deal with the world in a realistic, down-to-earth manner. The author analyzing the connections between the preference for sensation and a student's thinking style concludes the following: firstly, sensing students move cautiously into new learning, prefer a set procedure, usually learn one step at a time. They like to stick to skills and knowledge they already possessed and learn best by building on those in a developmental learning mode. Secondly, sensing students dislike abstract theory, tend to skip over theory when it is presented to them. Theory should be presented in small pieces, as it relates to the immediate learning task, only when absolutely necessary. Sensing students' types need to see a practical reason for learning. Third, sensing students absorb information through all senses. They want to see, hear, touch as they learn. These students learn something new very quickly when they can look over a step-by-step procedure, see it performed, then try it by themselves.

The author would like to analyze the next type of cognitive behavior - an intuitive learner. Intuition is the perceiving function that makes sense of the world by creating patterns, inventing hypotheses. Intuition causes a person to scan situations, data in order to see relationships among things in a self-inspiring and inventive way. Students of this type like to go through the learning experience with changes and adventures.

A thinking learner is the next type the author wants to analyze. Thinking is the judgement function that values objectives, analytical ways to make decisions, evaluate situations. Thinking causes a person to stand back, think logically, rationally, critically honestly. Thinking makes a person value a fair world that runs on logical principles. They like to win, always are confident.

The author would like to analyze a feeling learner. Feeling is a judging function that values a subjective analysis and empathetic understanding as a means of decision making and evaluation. Feeling causes a person to seek a personal relationship with the environment, relying on a deep sense of personal values to guide behavior, judge behavior of others. Feeling causes a person to orient self towards relationships, relate with others in an attempt to create harmony in the world around this person. Feeling students prefer the respectful style of teaching. Learning peaks for them are when values are motivating factors. Feeling students learn best from an instructor whom they like as a person.

The author analyzing the next cognitive type of learning behaviour- a judging learner- concludes the following: Judgement according to the Jungian theory (Jung, 1921) is the preference to create order by dealing with the world and decisively acting. Judgement is inclined to use more energies in controlling rather than in understanding events. Judging causes a person to create an ordered world in which things can happen on time according to a predetermined purpose. Judging students like to plan, schedule and need exact dates

in learning progress. They want to see, in advance, a definite structure of learning tasks. Judging students want to complete each task started. They crave a sense of closure. A lecturer has to predict the judging students where, when, why things may change. The knowledge what might happen allows the judging type to relax, feel safe and go along with potential changes.

The last cognitive type of a student the author would like to analyze is a perceiving learner. According to Jungian theory (Jung, 1921), perception is the preference to deal with the world by following one's curiosity and seeking understanding. A person is inclined to put off decision making until it is a chance to investigate all kinds of information. The perceiver may start more tasks than he finishes. The perceiver may drop something that no longer seems interesting for him. This person, curious and adaptive, enjoys a flexible, pleasurable learning and lifestyle. The perceiving type causes a person to resist a structure and to favour changing circumstances in the quest for spontaneity and surprise. The perceiving student enjoys the process of discovering new ideas, but without a lot of pressure. Perceiving students need degrees of freedom and appreciate any form of flexibility and spontaneity a lecturer can provide. Perceiving students are quite relaxed and opened to a variety of styles and ideas, they find pleasure in the most situations, provided the structure is not so rigid that they feel all chances for fun have been destroyed. A lecturer should provide a plenty of opportunities for perceiving students to discover and explore, to work with new ideas. Perceiving students respond well to alternatives allowed them to appraise their own work.

Individuals are unique and they are central in the educational process. Teaching strategies/techniques must be tailored to accommodate these individual differences. According to a lot of research if learning is successful it involves positive changes in attitudes to learning, to higher school, increases significantly the academic success in learning. When lecturers pay attention to individual differences, thinking styles, cognitive and psychological types of students, all sides benefit. There is also another aspect to the way learning is influenced by cognitive types differences. The discussion of thinking style is an important part of this aspect. Also student learning is affected by the degree to which a student is interested in and attracted by a subject. Cognitive types' preferences are related to the interest in different content areas as well as to the way the content is taught. When considering the importance of the match or mismatch, it is useful to remember that certain subjects will turn on some students' types and turn off others. Because students' success is also deeply influenced by application (persistence in fixing attention and assiduity in performing what is required), Myers (1962) considered the application to be an important factor to keep in mind when considering the importance of individual preferences. The author supports the point of view of DeBello (1988), that most students are capable of analyzing their own thinking style, what gives them a chance of choice and responsibility for their own learning. The choice is important in lifelong and lifewide learning. It is the springboard to the wise decision making. At consultations with students lecturers should identify the need for accommodating students who require the low structure by stressing the importance of efficient lecture-room techniques such as creative

writing, open discussion, independent study, which allow for the pursuit of learning objectives through a variety of modalities, open - ended home-works with individual projects. If a lecturer's approach is compatible with a student's thinking style preferences, the goals of teaching and learning will be achieved. The more we know our students, their thinking styles in common, the psychological and cognitive components in particular, goals and needs, the more students will be successful in their life-long and life-wide learning.

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INNOVATIVE APPROACHES TO ORGANIZATION OF CAREER GUIDANCE WORK WITH SCHOOL STUDENTS

I. V. Teslenko

One of the most challenging and important steps in the life of every young person is the choice of profession. A well-considered choice influences the future, career success, professional development and self-realization, satisfaction with life and awareness of a person's own place in life. As a rule, young people do not pay much attention to their individuality and the characteristics of their mind, nor their nervous system, temperament or volition. Moreover, the realization of the idea of senior-level profile specifics presents a school leaver with the need for an important choice with respect to the profile orientation of his activities, sometimes as early as at the age of 14-15. Obviously, not all school students are able to consciously make such a choice. Moreover, it is worth considering the possibility and degree of readiness for this step so important for the future.

That is why the problem of professional self-determination is fundamental in nature, as it concerns the general problem of a personality's lifelong formation. At the moment, there is no system of preparation of young people for professional self-determination in the future. At the same time, the system of initial vocational education, with a well-developed material base and career guidance, presupposes the profile preparation of students within the framework of the profession they have chosen.

In the 2012–2013 academic year, a study was conducted among graduates of the 9th and 11th grades of schools in the cities of Yekaterinburg and the Sverdlovsk Region. The research focusing on the Chkalovsky district of Yekaterinburg was initiated by the Urals College of Business, Management and Beauty Technology with the support of the Ural Federal University. The assistance of the Regional Coordination Center for Vocational Education of the Sverdlovsk Region (Director F.G. Islamgaliev) made it possible to conduct a survey of school leavers in the cities of the Sverdlovsk Region[1].

The results obtained revealed problems in the system of organization and the management of career guidance. The vast majority of the respondents indicated that the existing system of career guidance was not perfect and required qualitative analysis and review of its approaches to organization and management. 92% of the respondents expressed a desire to change the system of career guidance used in recent years by psychologists, employment centers, as well as resource centers established on the basis of institutions of secondary vocational education. During the survey, the respondents were offered several options for events aimed at changing the organization and process of career guidance work at their schools. These options were formulated as a result of in-depth interviews with professionals in the field of career guidance and teachers of general and vocational education. All options for improving career guidance work proposed by the professionals received support from school leavers.

[1] *Тесленко И.В.* Портрет абитуриента 2013 года: результаты исследования //Современные проблемы науки и образования. – 2013. – № 4. [Online resource]. Режим доступа: http://www.science-education.ru/110-9665 (дата обращения: 23.08.2013).

Students paid the greatest attention to the proposal for increasing the amount of information regarding the world of professions, which indicates a shortage of information among teenagers. A willingness to visit various businesses and receive technological and professional practice demonstrates a high demand for and a need to receive a pre-vocational training while still at school. Another aspect of the current state of career guidance work is the analysis of responses to the question about the need to assist in making a decision concerning a future profession. Every second respondent (54%) said that he would make a choice by himself; 32% of respondents said they would listen to parental advice. As for the assistance of teachers, only 11% of the respondents said they would seek help from teachers in this regard. These figures once again confirm the need to review the approach to the organization and management of career-guidance work with students of secondary schools and identify an extremely important direction for career-guidance activities with the parents of students[1]. The 2013-2014 academic year allowed the researchers to test the pre-profile and profile training of students at schools of the Chkalov District of Yekaterinburg and the orphanages of the Sverdlovsk Region.

On the basis of a college, the School of Image and Style has been has been functioning for four years. It was decided that the primary objective of the school would be the creation of a set of conditions that would familiarize children with professions and enable them to master pre-professional skills of creative activity that would ultimately contribute to the successful socialization of students. The main areas of training include graphic design, interior design, fashion design, body art and make-up, or the art of makeup, hairstyles design and phyto-design. It should be noted that students in the School of Image and Style were provided with an opportunity unique for Yekaterinburg to first acquire the professional skills necessary in everyday life for virtually any girl; to work in a specialized laboratory, meeting the requirements of a modern beauty salon; to learn from teachers who have international certificates of training in companies that are recognized world leaders in the field of beauty; and to learn from professional practitioners and communicate with them. The classes at the school significantly expanded the horizons of the students and contributed to their successful socialization in society.

Classes at the School of Image and Style support the idea that a diploma is not a guarantee of success and that real skills and professionalism are of primary importance.[2] Interest in the course is illustrated by the fact that the students created a group in a social network, as well as by their intention to become students of this educational institution of secondary vocational education.

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QUALIMETRIC APPROACH AS A TOOL TO EVALUATE QUALITY OF WOULD-BE VOCATIONAL TRAINING TEACHERS' EDUCATION

A. R. Khodzhabayev
D. D. Inamov

In connection with reforming the higher vocational training system, scientists are actively studying the issues connected with education's quality, developing management technologies and mechanisms, introducing various systems of monitoring and evaluation of knowledge, abilities, and skills in educational processes.

Evaluating the quality of would-be vocational training of teachers' education, we should pay attention to two components of this process: educational and professional. The backbone element of any university is the educational component. Its professional orientation is reflected in the contents of the educational programme as a number of special subjects. The central tendency in the provision of a high educational level is the orientation towards students' demands, and the creation of optimum conditions for their training and development. Education quality is a complex indicator, synthesising the stages of personal development, conditions and results of teaching/upbringing process, the criteria of efficiency of the educational institution, compliance of attained results to standard requirements, social and personal expectations.

Our analysis of scientific and pedagogical literature has shown that the objective evaluation of the quality and efficiency of education is only possible on the basis of a qualimetric approach to the design of pedagogical measuring instruments, their approbation and subsequent application in students' education quality management. In connection with this, the problems connected with education quality evaluation have become a subject of intensive research carried out in a new field of knowledge such as qualimetry, which studies the laws of acquisition and processing of information on the quality of an object at all stages of its lifecycle.

Originally, qualimetry was defined as the science of measurement and evaluation of production quality. That was quite natural because the problem of the quality of commercial products is essential. The second half of the 20th century saw the emergence of new basic research terms, not only in technical, but also natural sciences and even humanities [1]. The term of *qualimetry* was first introduced in domestic science in 1968 by a group of research workers led by G. G. Azgaldov [2], who identified methodological commonness between the methods of quantitative evaluation of the quality of absolutely different objects. The qualimetric approach in the educational space assumes the application of a systemic approach to the evaluation of quality and effectiveness of students' education. The practical solution of the quality/quantity ratio problem in education assumes training of pedagogical workers in a productive and effective application of the relevant contemporary approaches, methods and resources in daily educational activity.

The qualimetric approach in pedagogics is understood as the methodology of pedagogical research based on the examination and measurement of the quality of pedagogical objects or processes involved (didactic materials, teaching quality, training technologies, pedagogical systems, training statuses etc.). The basic methods of qualimetric research include a group expert evaluation method. The features of the method as applied in pedagogics were studied in V. S. Cherepanov's works [3]. The prospects of application of pedagogical qualimetry as a structural element of education quality management are based on the scientifically grounded methodology of quantitative evaluation of quality, and are connected with its multisubject, multisectoral and transnational nature. Its application guidelines are the provision of competitiveness in the internal and external education markets; research of the status and the trends of development of the teaching/upbringing process. The qualimetric approach assumes the analysis and development of complex evaluations of quality of the educational process on the basis of qualimetry. In particular, pedagogical qualimetry widely applies expert methods, which enable us to provide effective training of would-be specialists.

Those considerations have stipulated a necessity to create guidance papers containing a scientifically grounded system of indicators and a mathematical apparatus for processing the systemic analysis results and evaluations based on informative criteria and indicators determined with the application of the apparatus and achievements of qualimetry. G. G. Azgaldov believes that although qualimetry is now largely used to evaluate product quality, the sphere of its application is much wider: any thing or process, which can be evaluated in terms of quality, can become an object of qualimetry [1]. That statement is applicable to higher education as well.

Now universities face the necessity of improving the vocational training of specialists. With that end in view, it is necessary to build a system of fundamental and professional knowledge that would-be specialists could apply in practical activities and ingrain such traits of character as activity, independence, and morale in the educational process. The major components of the educational process include not only its contents, organisational factors and resources, but also control and evaluation of the training results that the students have achieved. The problem of objective evaluation of students' educational achievements is the most important and yet least solved in the vocational training system. In this process, an especially important part is played by graduation theses that would-be specialists work on at the final stage of university training. They are aimed at the development of systemic thinking, creative work experience, abilities and skills of self-education and practical activities. The graduation thesis (GT) is an indicator of the graduate's professional readiness. University GT’s are complex pedagogical objects. Their complete and systemic evaluation involves a number of indicators of their quality. Accumulating knowledge, abilities, skills and professionally significant personal features of the would-be specialist, a GT and its defence are a source of extremely valuable information on the condition of the teaching/upbringing process, both at the graduate chair and the faculty in general.

At present GT's are evaluated through various approaches and criteria. In most cases, these criteria are determined on an arbitrary basis, have a verbal nature, and resist mathematical processing. In the current university practice, GT's are evaluated by Higher Attestation Commissions, which are made up of the best qualified teachers and specialists. Nevertheless, their evaluation of graduation theses is not objective or justifiable enough because it is often based on the commission members' general impression rather than an evaluation model or a relevant scientifically grounded technology.

Hence, the qualimetric approach is quite acceptable for fully-fledged determination of both qualitative and quantitative indicators of competence and quality of the would-be specialist's graduation theses.

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LIFELONG EDUCATION:
TWO NATIONS'
COOPERATION EXPERIENCE

L. V. Chalysheva

Education for sustainable development is a new concept of education that is based on the principles of universality and continuity of education, interdisciplinary approach and learning through experience and creative work. The United Nations declared the period of 2005–2014 the Decade of Education for Sustainable Development.

A number of researchers believe that the concepts of "environmental education" and "education for sustainable development" are synonymous. An analysis of the existing educational literature shows that, indeed, in some cases, it is allowed to use these terms interchangeably. In the Belgrade Charter in 1975 it was noted that the goal of environmental education is creating the conditions for the world population to be aware of the problems associated with the environment, "for the people to have the knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards solution of current problems and the prevention of new ones".

The concept of "sustainable development" was used for the first time in the UN World Commission report "Our Common Future" (1987). The first international document that declared the need of education for sustainable development was the " Agenda for the 21st Century" – the main document adopted at the First International Conference of the United Nations on Environment and Development, held in 1992 in Rio de Janeiro . This document became the program for transition of mankind to sustainable development. It was signed by 150 countries, including Russia.

Further, the question of the need for coordinated actions in the field of education for sustainable development at the global level was raised in the course of preparation for the World Summit on Sustainable Development (Johannesburg, South Africa, 2002). In the statement adopted at the preparatory meeting of the countries of the region of the UN Economic Commission for Europe, it was said that "education for sustainable development should encourage the formation of a sense of individual and collective responsibility". By the end of 2004, the UNESCO Secretariat prepared recommendations to governments for including education for sustainable development into countries' policies and plans in the field of education. Development of education, enlightenment, and public awareness is one of the primary conditions for a happy, sustainable and safe future.

Education for sustainable development involves formation of a new eco-centric worldview of citizens, based on the principles of ecological culture. In the current context, education is not only considered as a process of acquisition of new competencies, but also as a process of formation of a new outlook. In connection with this, environmental education is regarded as lifelong learning. It is only owing to the implementation of the principle of continuity in education that the formation of

an individual's spiritual and professional paradigms is possible. One of the most important factors in the sustainable development of society is environmental education aimed at changing people's attitudes toward the formation of environmentally sound stereotypes of behavior. As noted by G.A. Yagodin, evolutionary changes in education "are mainly related to the fact that more and more people begin to understand that the world cannot develop following the scheme which it has been following until now".

In the complex solution of the theoretical and practical problems of environmental education and public awareness international cooperation plays one of the key roles. Based on international educational experience, environmental education and enlightenment effectively achieve their objectives as a link in the system of education. The concept of lifelong learning has become a leading activity in global politics, as reflected in various UNESCO documents. The importance of international cooperation as a tool to facilitate mutual understanding and strengthening of ties between peoples was noted in many government documents and resolutions of scientific conferences. For example, in the final report of the Tbilisi Conference on Environmental Education (1977) it was noted that "education in the field of environment should promote peace, further reduction of international tension and mutual understanding between nations and is a genuine instrument of international solidarity".

Since 2007, the authorities of the Komi Republic have been implementing the international Komi-Finnish project "Environmental and Cultural Education as an Instrument of International Cooperation". The goal of the project is creation of a Finnish-Russian network of environmental and cultural education, which will continue existing after the project is completed. The problems that need to be addressed in the course of implementation of the project are creation of partnerships between schools and project participants (teachers and students of the Komi Republic and Finland) and forging direct fruitful relationships between them. The project consists of seven-day training seminars. One of them, for Russian teachers, is annually held in Finland, the other, for Finnish teachers, in the Komi Republic. The teachers/participants of the seminars and pedagogical and student groups will further form a Russian-Finnish network of environmental and cultural education. In the course of the project, teachers from various districts of the Komi Republic visited Finland, took vocational education courses at the Rantasalmi Institute of Environmental Education and got familiarized with the system of education of Finland and the culture of the Finnish people. Teachers from Finland, who visited the Komi Republic, got acquainted not only with various forms and methods of organization of the educational and extracurricular activities of students, but also with the unique culture of the indigenous population of the Republic. These visits have laid the foundation for forming a network of cooperation of Komi-Finnish schools.

Training of teachers is recognized as the key factor in development of education in the field of environment. In chapter 36 of the agenda for the 21st century, it is noted that vocational training is one of the most important means of development of human resources contributing to a transition to a more sustainable

world. To solve this difficult problem, it is necessary to develop a set of measures to encourage teaching staff to acquire innovative technologies in education, to ensure efficient operation of the system of information exchange and to facilitate creation of projects and environmental education programs, and their introduction into the system of educational institutions.

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INNOVATIVE TECHNOLOGIES FOR DEVELOPMENT OF CREATIVITY IN MANAGEMENT TEACHING

S. I. Chernomorchenko

High competition in the growing economy of our country, the variety of administrative functions, and the growing number of challenges make us change the approach to preparing a specialist in such a field of study as “Management”. The modern educational system is designed to move to the concept of personality development training, ready to prepare a specialist with high level of creativity, and able to think creatively. Creativity is most often associated with the world of science and art, with an ability to generate original ideas, whereas for management, here not only a non-traditional approach is necessary, but also usefulness, and of course, feasibility, which should be taken into account in the process of preparing a future specialist. [1, p. 11]. Creativity, as a characteristic of personality of an innovator, is a key resource for economic and social development of innovation-oriented companies. The researchers note that creativity is a multidimensional and personality-focused phenomenon. Creativity is a significant personal resource that allows a person to participate adequately in the innovation process.

Innovative activity makes a person respond promptly and positively to the fast pace of major life changes (innovation sensitivity and adaptability), as well as to act as an initiator and participant in the creation of innovations and their practical use. According to modern research, the ability to think outside the box is an important component of creativity; however, it is also true that it is necessary to take into account other components of creativity: competence and motivation [1, p. 12]. However, competence cannot be defined only by the sum of knowledge and skills, and the circumstances that play an important role in its creation. Competence is a complex and multi-layered phenomenon. It should be noted that we may distinguish not only academic competence, but also social competence, which can help future professionals to successfully collaborate with other people, to defend their position, and to exercise creativity. An ability to think creatively is often determined as both flexibility and ingenuity in the search for a solution to a problem. Motivation is associated primarily with the internal motivation, which leads to original solutions, to passion for the search process. In this regard, in the formation of creativity of future managers, we focused on those innovative teaching methods that helped to acquire professional competencies and actively motivated students to participate in the process of gaining knowledge and mastering a future profession.

In the development of the creative activity of a future professional, in our opinion, many innovative methods of work with students, including the case method, play an important role. This method not only encourages a student to get educational information, but also gives a contemporary manager important competences. The method of case analysis is the most acceptable and interactive technology according to many researchers, because it is rather focused on the formation of new psychological skills than on acquisition of knowledge [2, p. 278]. This form of work allows a teacher to create such a situation that would enable

students to go beyond the egoistic position and help them to implement the creative opportunities for joint activities necessary for future managers.

The essence of this technology is that the training material is given as a micro problem, and knowledge is acquired through active research and creative activities to develop solutions to the proposed situations. As practice shows, the use of the case method encourages the trainees, which, in its turn, increases the effectiveness of training and changes the level of learning motivation by stimulation of interest of students to the educational process. According to researchers, the case method, as a form of training and enhancing the learning process, can successfully perform the following tasks that are important for modern training in the field of management: mastering the skills and techniques of comprehensive analysis of situations from the point of view of future professional activity; improving the ability to demand additional information necessary to clarify the initial situation; acquiring skills of the use of theoretical knowledge to analyze practical problems; visual representation of a specific character of a certain decision in a situation of uncertainty, etc. [1, p. 205]. When using this method, it is important to consider that cases should be developed and implemented in a system of training students with the “Management” specialization considering a number of characteristics that ensure the effectiveness of their use in the training programs. Firstly, a case must match the learning objectives, and secondly, a case should be as close as possible to the future real professional activity; thirdly, a task should be chosen to allow students to use different ways of searching for a solution to a problem. Case materials should not be out of date, and they should be updated in parallel with changes in real practice.

In our view, the case method, in order to provide high level of performance, places special demands on teachers as well. During implementation of the case-method, a teacher does not tell students about a solution to a particular problem, he/she only helps students to look for the ways of solving the case. In this case a teacher does not limit freedom of thinking of students, which in some way stimulates autonomy in choosing a solution to the problem, opens space for the realization of the intellectual and creative potential of students. It is important, in our view, that this technology not only contributes to preparation of a creatively thinking professional, but also to preparation of a conscious and responsible person, who in further activities will be able to properly assess the difficulties arising in solving a particular management task, and, most importantly, to overcome them.

Information exchange and cooperation have a positive impact on all three components of creativity: competence, ability to think creatively, and motivation. Anyone gets more pleasure from work if he/she has an opportunity to collaborate and share information, which increases internal motivation. The internal motivation of students – future managers – increases, when they see that others are passionately involved in a certain type of activity. The case method allows students to learn to defend their position, to propose interesting ideas and set creative goals, to control their emotions and to communicate with other people rightfully from the psychological point of view, which is necessary for a creative thinking professional. In carrying out the case technology, as our practice shows, the initial material for analysis of a management situation is important. The material selected

for the case-method should reflect real problems. In our opinion, it is necessary to make students aware of a story and problems of the case to a certain extent, to avoid getting too much involved into the narration rather than to look for ways to solve a problem. Furthermore the material must contain all necessary data to solve the management problem; otherwise the decision will be only partial. For the purpose of developing competences of a future manager, it is interesting to focus on situations that offer several possible solutions.

According to our practice of teaching management disciplines, the case method is most productive in working with students who have some practical experience. Using this method in our practice allowed us to increase the level of satisfaction with one's profession (in order to determine the level of satisfaction we used the methodology developed by N.V. Kuzmina). Obviously, the more attractive aspects a student sees in his/her future work, the more profound and positive his/her attitude is. There is no doubt that one's internal interest in a problem usually leads to making non-standard decision, and ultimately, to creativity.

Experimental work was carried out with first-year students with the specialization of "Management" of Tyumen State University (2012-2013). 88 students took part in the experiment: 44 of them were included in the control group, 44 - in the experimental group. A traditional method of teaching management disciplines was used in the control group, whereas in the experimental group: systematic and purposeful teaching with active use of the case-method. After one year of experimental work, it was found out that 36% of students in the experimental group moved to a higher level of satisfaction with their profession (the satisfaction index changed from 0.34 to 0.54). With traditional training only 28% of the students in the control group demonstrated changes in the level of satisfaction with their profession (from 0.34 to 0.4). It was also found that the students of the experimental group showed a higher level of quality performance - 52%, compared with the control group - 37.5%. Experimental group students more actively participated in scientific and research work: three of them became winners of international conferences (Moscow, Kazan). Thirty four articles were written and submitted to the collected works of international conferences in 2013 (in the early experimental work, only two articles for the university conference were written). 10 students work actively in the field of the research work of the Department of Management, Marketing and Logistics. Students of the control group demonstrated a lower level of scientific activity: 8 scientific articles were written, and there was active participation in conferences. Thus, we can assume that the case method is important in teaching management disciplines, as its use generates creative minded professionals with a high level of satisfaction with their profession, which is necessary to improve the quality of the educational process and to develop the society as a whole.

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USE OF DISTANCE EDUCATIONAL TECHNOLOGIES

A. F. Schabaeva

The high level of development of information and communication technologies has led to the emergence of new educational needs in society and a desire for more extensive use of information resources and more effective pedagogical decisions. Adoption of new educational standards of higher professional education creates a scientific and legal basis for changing the educational paradigm to ensure conformity of university graduates' knowledge and skills with international standards. Currently, the traditional educational system in Russia is moving to the new forms of teaching and learning, using modern information and communication technologies. Today distance learning, or distance training, is becoming more and more popular. These are currently the most up to date teaching methods from the point of view of the methodology using innovations in the field of education and psychology, and from the point of view of the use of the new information technologies and multimedia systems as a necessary condition of the educational process itself.

In the process of lifelong education distance learning is becoming more widespread because it corresponds to the increasing dynamics of the society. Given the need to continuously improve the professionalism and competitiveness of each expert, such training allows for free use of various information resources at any time, training of students at a convenient location according to an individual schedule. Such educational technology promotes the personality-focus of the learning process, the self-intensification of a learner. Distance learning is also used for additional education: retraining and advanced training. In addition, it makes it possible to provide access to education for those categories of consumers, who due to various restrictions, cannot receive the educational services in a traditional manner. A learner has a set of educational and practical aids and tasks on the presented topics. Communication with a teacher is carried out via e-mail; there is also an opportunity to receive quick feedback from a teacher who offers a certain course.

To use the distance educational technologies it is necessary in the first phase to saturate the educational process with computers and other technical equipment in order to start the detailed study of the organization and conduct of the educational process. This is followed by a transition to technologies of use of information and communication means and development and preparation of the methodological materials. The materials offered to a student should be presented in the form of structural and logical patterns with a great number of examples, charts, slides, films and ready-made solutions of basic tasks. This will reduce the time required to study each topic. It is not enough to convert the educational materials into electronic form and submit them to students for further independent work through the Internet, television or other means. In the best case, that is self-education of students. One of the main components of distance education consists

in virtual work of a teacher and a student, carried out with use of the Internet in the form of online conferences, etc. Such education can achieve a high quality by setting up a convenient individual training schedule.

The result of training and the level and quality of knowledge depend on a teacher's experience and qualifications in the use of the methodological training materials and on individual practical studies. It is possible to arrange lessons with highly qualified teachers. The quality of higher and further education largely depends on the students themselves. Distance learning involves increased autonomy of students. It is the deliberate and controlled, intensive, independent work of a student.

The main characteristics of distance education are unique accessibility; modular design of courses (everyone can choose his/her own courses of interest); relatively low training costs, due to the low demand for classrooms and teachers; high mobility and a small time interval between pass-fail exams and between sessions of communication with a teacher, as in cases of studying by correspondence; maximum saving of a student's free time, an opportunity not to interrupt work practice; and individual training. Distance learning does not reduce the quality of education, which meets the state educational standards. A learner receives an opportunity to receive a new profession remotely, to improve his/her qualifications and to expand his/her worldview at any scientific or educational center. With global networks we can overcome the boundaries of the information space.

At the Sterlitamak branch of the Bashkir State University, in the education process we develop and use distance courses of two types: as an additional methodological support, and the so-called interactive courses in which distance learning is possible. The course of the first type contains the instructive, information and control blocks and means publication of all educational and methodological materials necessary for a student to successfully study a discipline. The instructional (organizational) block includes the methodological guidance for students' independent work, as well as the evaluation criteria. The information block includes the theoretical material on all sections of the course offered for an exam or a test. The information block is logically structured and divided into topics. Each topic should open in a separate file or page. The practical part may include questions for practical sessions, seminars, laboratory and practical work, and exercises. The information block also includes a list of the recommended literature and additional sources of information (external links). The control block includes the materials for monitoring the results of theoretical and practical learning: homework, test papers, tests (control, self-control), colloquium, questions for a pass-fail test and an exam. All materials of this block are entered for student self-training to pass the final control exams of a discipline.

The interactive distance learning course is a course in which it is possible to organize the educational process in a distance form, i.e. all four blocks are implemented: instructive, information, communication and control. Publication of the teaching materials in this course is carried out using the LMS Moodle course ("lectures", "tasks", "tests", "forum", and "chat"), and contains all the materials

necessary for the successful study of a discipline. The instructive (organizational) block includes methodological materials (guidance) to study subjects, guidelines for independent work of students, evaluation criteria, and the training schedule. The schedule of training has a plan of a distance course, time of conducting seminars, task setting, time for answers to questions for the task and assignment of grades, time for responses to the questionnaires, etc. The information block includes theoretical materials for all sections of the course offered for an exam or a test. The main part of the materials contains pages with educational and test materials, which are logically structured and divided into topics. The practical part includes topics of the seminars, laboratory and practical work, exercises and essay topics. There is also a list of recommended literature and additional sources of information. The recommended elements are a glossary, a reading book (full or abbreviated texts of the literary sources) and video/audio lectures. The communication block includes the use of elements of the course “Forum”, “Chat”, and an e-mail address for the interaction between a teacher and a student. The control block includes the materials for monitoring the results of students’ theoretical and practical understanding of the training materials: homework, themes of tests, tests (control, self-control), colloquium, questions for an exam and a test.

The use of distance learning technologies at our university contributes to an increase in the quality of education through the implementation of modern teaching technologies. It allows you to combine cognitive activity of students with different sources of information and educational materials specially designed for a course and available in electronic form for your convenience. Students get the opportunity to interact with the leading teachers of the course via e-mail, forums, and distance seminars in a remote network mode in order to receive additional consultations with the teachers on a specific subject, and teachers receive an opportunity to check the students' knowledge through online tests. Distant learning reduces the number of academic leaves and the number of students not making progress due to illness or other reasons.

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ADAPTATION OF ACTIVE METHODS OF EDUCATION TO THE TOOLS OF DISTANCE LEARNING

I. B. Shulga

An analysis of publications in the field of distance education reveals the predominance of the tendency to apply reproductive and informational-receptive methods based on asynchronous pedagogical communication between the teacher and students, which is associated with the initial development of various tools of distance learning in this particular field [1, p. 107]. Nevertheless, we are currently observing the active development of remote technologies, involving the extensive use of synchronous pedagogical communication, based on which it has become possible to develop models using active teaching methods within the framework of distance pedagogy. These technologies involve the activation of students' activities during the pedagogical process, which facilitates not only the memorization, but also deep understanding of acquired knowledge, skills and competencies. According to studies of various aspects of the implementation of active teaching methods in the educational process, conducted by various teachers over an extended period in the course of training specialists in various fields of industrial and economic spheres, a higher efficiency is demonstrated in the application of active teaching methods in the pedagogical process. Currently, it stands at the level of 90% in terms of the volume of mastery of new material and its understanding, as compared to informational-receptive methods, the effectiveness of which is about 20% [2, p. 282].

Taking into consideration the nature of educational activities, active learning methods are usually divided into two main groups: (a) non-imitative, involving, in the course of the pedagogical process, an active interaction of all participants of the pedagogical process, but without modeling situations inherent in a particular professional or social sphere; (b) imitative, the objective of which is the activation of mutual pedagogical communication between all participants of the pedagogical process, but by immersing students into the atmosphere of relations in a particular professional group or social environment [3, p. 6]. Non-imitative methods, in their turn, fall into problem lectures and seminars, review sessions and scientific and practical conferences – pedagogical events, based on concepts of educational problems, involving students' mastery of new material in the course of solving problems set to them by their teacher. Imitative methods, such as pedagogical games and work with computerized models, are primarily based on programmed instruction concepts. However, due to the modeling of real relationships and situations in a professional or social environment they differ by a relative unpredictability game situation's development, although a common scenario does exist. On the whole, it is impossible to clearly draw a line between imitative and non-imitative methods as imitative methods include some elements of non-imitative ones. For example, the warm-up stage of a pedagogical game, as a rule, includes brainstorming, which is a shortened version of a seminar, and vice versa, as part of scientific and practical conferences, elements of a scientific environment are purposely created that can be considered a pedagogical game.

Increased efficiency in the course of the application of both non-imitative and imitative methods is achieved through the re-allocation of two components of the pedagogical process: the didactic teaching process (on the part of the teacher) and the process of didactic study (on the part of the student). Modern technologies used in distance pedagogy have a sufficient number of pedagogical tools for the full implementation of the pedagogical process with the use of various active learning methods, such as the use of asynchronous and synchronous teaching communication. Special types of educational games played for a long time can also be combined. The vast majority of distance learning tools in current use (LMS Moodle, LMS Sakai, LMS Blackboard and others) includes technologies and tools of distance pedagogy such as, for example, a lecture block. It is one of the main blocks in any means of distance learning and is an electronic analog of traditional text books and learning aids, containing the theoretical materials needed for studying within a specific pedagogical course [4, p. 231]. In traditional pedagogy a lecture means a pedagogical event involving synchronous pedagogical communication with a predominance of the process of didactic teaching in the pedagogical process. In distance pedagogy, this tool presupposes asynchronous pedagogical communication, whereas in the process of didactic teaching the teacher or the teaching staff solves the task of compiling information and training materials, which comprise a lecture block, at a level appropriate to the volume of knowledge, skills and competencies available to students for whom it is intended. Moreover, the process of didactic learning involves the students' mastery of theoretical and practical concepts provided in a lecture block. In active methods of teaching, this pedagogical tool is applied for theoretical preparation before pedagogical events, which to a greater or a lesser extent, always require advance preparation of all participants of the pedagogical process. One kind of a lecture block is a glossary, meant for storing additional reference information. Wiki is a pedagogical tool utilized in distance learning much like a glossary, as it is also intended for storing reference information. However in contrast to both the glossary and the lecture block, a Wiki is created and expanded jointly by the teacher and the students. Accordingly, when this tool is used, we observe an increase of the role of didactic study in the general pedagogical process which leads to an increase in its efficiency and the students possessing a better understanding and awareness of the theoretical and practical aspects of the subject they study. This tool can be actively used for extended pedagogical games, including such educational activities as "project-based learning".

The technologies for providing audio and video classes online are realized through distance learning by means of either a solution specially created for this tool, or by connecting universal online services, the most common of which is Skype, although there are other services, of which an optimal choice of a particular service is determined by the specific pedagogical conditions. Educational events that employ these tools are based on the organizational concepts of onsite classes in traditional pedagogy. In accordance with the processes of didactic teaching and didactic learning's distribution ratio, they can be classified into: on-line lectures with a predominance of the process consisting of didactic teaching and webinars, where

both kinds of processes play a significant role, and web conferencing, in which the dominant role is played by the process of didactic learning and short pedagogical games, also with the process of didactic learning predominating.

The forum block means Internet technologies utilized by most modern distance learning tools. They presuppose asynchronous pedagogical interaction between participants of the pedagogical process. Forums provide a means for carrying out pedagogical consulting activities as well as a possibility for coordinating students during extended educational games, or preparation for short-term pedagogical games, also in joint progress review by all participants of the pedagogical process.

Thus, modern pedagogical games can be fully realized using currently existing distance learning tools. They provide the necessary tools which make it possible to carry out the required interaction between the teacher and students at the stage of preparation of educational games (through lecture blocks, glossaries and forums), at the stage of immediate implementation (through wiki or online classes with the use of extended or short-term games), as well as at the stage of the final analysis with the help of forum technologies or wiki. The choice of pedagogical methods and means of distance learning depends on the content of the studied subjects, as well as on teaching methods and conditions. Furthermore, the character of the group of students is also of huge importance. Consumers of the distance education system can be both young professionals who feel the need for additional education and specialists of an older age possessing professional experience, but, nevertheless, needing knowledge on how to work with modern technologies [See.: 5, p. 258].

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TRAINING EXPERIMENTS IN TEACHING NATURAL SCIENCE SUBJECTS

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Teaching natural science subjects such as physics, chemistry and biology at all stages of lifelong education, presupposes mandatory use of the training experiment. In recent years many countries have been actively searching for methods of teaching which are different from the traditional ones, including those in the field of teaching natural sciences. One such area is the use of a computer experiment as the training experiment.

The training experiment is a major method of teaching, simultaneously a source of knowledge and a means of visualization. It can be used as an introduction to a certain topic of the course, as an illustration to the explanation of new material, as review or summing up of the studied material, or as a control of the acquired knowledge, skills and techniques, which is at all stages of the learning process. The following forms of the training experiment are distinguished: (a) a demonstration experiment (prepared and performed by the teacher only); (b) frontal laboratory works, experiments and observations (made at the lesson by all students simultaneously on the equipment of one type under the teacher's direct guidance); (c) workshop (a form of students' independent work prepared by them beforehand and performed according to a written instruction); (d) extracurricular experiments and observations (a kind of homework). A methodically properly organized experiment facilitates both the formation of practical skills and the activation of the previously received theoretical knowledge. Different sensory channels (hearing, vision, touch, sense of smell) are involved in the process of learning. This allows the organization of the received information as a system of bright images and their storage in the long-term memory. These results can be partly achieved by using the computer experiment in teaching. By this term, we mean the laboratory work fully done on a computer, without using other technical means of teaching.

Some innovations made in the field of computerization of the training process show that application of the computer experiment allows a substantial reduction of the time spent on routine work (variation of the parameters of the experiment by changing the installation diagram, calculating the measurement results, etc.), thus freeing up time for a more serious insight into the goals and tasks of the experiment. Besides this, there appears the possibility of demonstrating the experiments that cannot be made in the conditions of a classroom.

We will note the typical features of a computer experiment. This form of work is the learner's dialogue with the computer. The computer has the following functions: (a) implementation of the model of the studied object, installation, process or situation by software tools; (b) imitation of the means of measurement and performance of the routine part of processing of measurements, assessment

of the learner's actions; (c) analysis of the information that the program displays on the screen; (d) selection of the conditions of the experiment; (e) performance of a series of experiments to achieve the goal formulated at the beginning of the work; (f) adjustment of further steps in order to get a higher grade and to solve the task in a more rational way.

However, with all the attractiveness and indisputable didactic benefit of the computer experiment in teaching, there are still some unresolved problems. Firstly, information perception by the learner differs greatly from the way it operates in the performance of traditional laboratory work. In particular, the sensory-motor stage is fully absent. Without this stage perception cannot be complete. Consequently, teaching of the relevant subject will not be complete, either. Hence, the computer experiment cannot be a substitute for demonstration experiments. Secondly, there is a problem of gaining polytechnic skills of work with real devices and installations.

The problem of the formation of an adequate idea about the world in conjunction with virtual object is very important, and as yet little studied. This problem may be possibly resolved by using software products in the training process that present the processes and phenomena taking place in the real world in the most precise way. In this respect, special attention should be paid to the means of virtual reality. One of the major problems of distance teaching of natural science subjects is the lack of possibility of the real set up of a laboratory experiment. Although there are developments in virtual laboratory workshops available now, the final solution to the problem requires the close attention of specialists of various profiles, including the psychological-pedagogical one. Therefore, the teaching of natural science subjects should necessarily take into account the performance of a training experiment as an instrument of cognition, gaining skills, and the real perception of physical, chemical, and other phenomena.

The computer experiment can be considered not as substitution, but as a modern effective supplement to the laboratory experiment, as a means of preparation for laboratory works, consolidation of knowledge, and analysis of the correctness of performance of laboratory works. The computer experiment is especially efficient when it is necessary to demonstrate the experiments that cannot be performed in the conditions of a classroom and in distance education.

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INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE CLASSES

G. Yakhshiboev

A major advantage of using information technologies is the possibility of training to consolidate the model of the rule in the students' minds using a large volume of material. According to the traditional methodology, a 2nd grade student writes 60 words at a lesson, while a computer will enable the student to work through up to 240 words within 30 minutes. The number of units of the initial material is unlimited. It can be stored in databanks and be retrieved in necessary situations; for example, it can be repeatedly worked through by the student in different variants with a different volume and complexity of the task. After working with the machine, the student himself must select examples relying on his or her own language intuition (creative level) or reproduce the material offered to him by the machine (reproductive level). This increases the learners' activity and promotes better understanding of the rule being studied. The orientation to the proficiency in generalized methods of actions with generalized knowledge rather than to the volume of knowledge in using information technologies resulted in the need to introduce modeling in the teaching practice. Dynamic models are used for this purpose (the students perform actions under computer guidance) and static models (classification) built by the computer. We will consider both the theoretical issues of development of such software modules and their practical implementation using orthographic material of the primary school using the example of computer testing. The testing is conducted by means of special tests consisting of a certain set of items. The testing acts as a module of the pedagogical aid of the training system and can be used as a method (technology) for control of the educational process allowing an assessment of the level of the learner's knowledge, skills and techniques. Two forms of organization of tests are possible: "choose the answer from the offered variants" and "write the correct answer". The disadvantages of the organization of the test are the availability of a "hidden" prompt: choosing the answer is easier than writing it independently.

Let us consider which requirements the testing program is to satisfy from the teacher's point of view. The program must: (a) be started easily; (b) have a detailed and exact instruction; (c) give a mark upon completion of testing; (d) protect the files necessary for testing against unauthorized alteration of the information in them; (e) memorize the dialog with the learner saving all the mistakes made by the learner and the final mark in a special file (this enables the teacher to analyze the learner's work with the test).

The testing and controlling-training software modules include the following kinds of tasks: (a) aimed at identifying the volume of the grammar knowledge necessary to learn the rule; (b) organizing a comparison of language facts to identify the generalized ways of applying the rules; (c) aimed at the skill to analyze the didactic material to determine the identifying, sampling and final characteristics of the orthograms, etc.

Apart from testing modules, computer games arousing high interest in junior students have become quite popular in teaching. In development of computer games, one should proceed from the learning goals and methods of control of the learning activities rather than from a situation. One should not repeat one and the same game many times without changing its rules, level of complexity, and tempo of the game, without actualizing new learning goals, as the learners will lose interest in it. The teacher does not interfere in the course of the game. The teacher just helps only when a student plays very badly. At the end of the game the learner must be informed about the result of the game and the mark for solving the task. One should strive to design not one game but a set of games (a pedagogical computer serial) aimed at the solution of a set of learning objectives. One should avoid, however, excessive “didactization” of games.

The computer environment is an effective way of combining game-based problems with nongame learning problems as it contains objects and procedures necessary for both classes of tasks. Computer games can be used to introduce a rule, consolidate and control orthographic material.

Computer use opens up new prospects for developing the methodology of conducting lessons in generalizing topics. The choice of generalizing topics for computer programs is quite deliberate. The development of computer programs in generalizing topics is related to the new trends of the modern methodology aimed at delivering material in large units. Thus, the methodological range of computer programs in generalizing topics expands as it can be used both by teachers working according to the existing program and creators of new variants of Russian language courses.

A thorough, methodologically task-oriented selection of didactic material is a major requirement of methodology. The didactic material selected for learning programs must conform to the requirements of the language material being the basis for exercises in orthography. One should make the best of the computer possibilities in creating a lexical mass that will allow for variation of the didactic material when the exercise is repeated many times.

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NEW PEDAGOGICAL AND ORGANIZATIONAL STRATEGIES IN CONTINUOUS ADULT EDUCATION FOR THE DISABLED PEOPLE AND PEOPLE OF THE THIRD AGE

SELECTED ASPECTS OF INCLUSIVE EDUCATION OF DISABLED ADULTS IN POLAND AFTER 1989

D. Apanel
T. Maliszewski

Education is a value, hope and task, as well as an important tool
of development of society and each person.
We in Poland and Europe are on the way to a "society that studies".
It is our right, duty and chance. Also a chance for a person to whom
fate was not so kind as to the others[1].

Disabled adults hold a special place in the established social consciousness, because the criteria of adulthood are mainly connected with the ability to function independently in the society. The ability to create a family, professional work, independent life and earnings, the realization of other diverse needs connected with being of age – those are the tasks which, unfortunately, cannot be implemented by many disabled adults.

It is known that during the last century the education of disabled persons became institutionalized, and interest in disabilities ceased to be connected with the education of school-age children. In due course, it also began to manifest itself in respect to disabled adults as well. Such changes are observed in many countries. However, up to the 1990s, traditional rehabilitation solutions based on the social care system were predominant in practice. In Poland, their social assistance houses became their principal institutional form. According to Polish statutory provisions, such institutions are intended for "rendering personal, trustee, accessory and educational services… to the person in need for round the clock supervision because of their age, illness or disabilities who cannot function by themselves in everyday life."[2]

Substantial changes in the Poles' approach to the problems of disabled adults began to take place during the period of political transformation started in 1989, when normalization and integration concepts began to be implemented. Western experience, which the Poles began to take advantage of intensely,

[1] *Ochonczenko H.*, Miłkowska G. Osoba niepełnosprawna w społeczności akademickiej. – Krakow 2005, p. 9.

[2] According to the data of the Main Statistic Institution of Poland of Poland (GUS). Website: http://www.stat.gov.pl/gus/definicje_PLK_HTML.htm?id=POJ-5067.htm, access date: 17-02-2014].

demonstrated the specificity of disabled adults distinctly, especially their unfavorable social situation and functional problems. In this context, many works differentiating the social situation of a disabled child and a dysfunctional adult were published in Poland[1]. Specific ways of their rehabilitation were developed with regard to specific features of adults. They were differentiated depending on the type, extent and consequences of the disabilities of a specific adult person. Those ways, being at present customized bases for the rehabilitation of such people, do not only include various forms of general education and vocational training, but also elements running far beyond this scope of problems.

The democratization of social life, scientific and technical progress, and globalization changes during the last quarter of a century brought about many changes in the functioning of disabled persons in Poland. Two other processes taking place in Polish society played an important role in this situation: The socialization of education and the ideas of lifelong education and the continuing implementation of lifelong education ideas. Numerous legislative documents (e.g., the Constitution of the Republic of Poland, the Law on Higher Education, as well as the Universal Declaration of Human Rights adopted by Poland) legally guaranteed to all disabled adults the same rights to education as those of ordinary people. The participation of Poland in the global program "Education for All" initiated by UNESCO in 1990 and proclaiming the leveling and total elimination of all forms of inequality in access to education also became one of the most important prerequisites for the development of different forms of integrated and inclusive education of disabled adults.[2]

Higher education is increasingly becoming one of the forms of education influencing the level of normalization of disabled persons' life in Poland. The obtainment of higher education is regulated by the Law on Higher Education dated July 27, 2005[3]. At present, higher educational institutions strive to level the chances of getting access to education for disabled students and to keep the level of informativeness of classes the same as for ordinary students. That is why the number of disabled students in higher educational institutions increases every year. The report of the Main Statistical Institution of Poland (GUS) demonstrates that the total number of disabled students studying at Polish educational institutions in the academic year 2011/2012 was 30,249 (among them 16,394 – on a full-time basis, and 13,855 – extramurally)[4].

Apart from the opportunity to obtain higher education, numerous programs preparing disabled persons for activity in the labor market are organized for such persons. They are implemented with various departments (e.g., regional and local employment services) and financed from the funds of the State Fund for Rehabilitation of Disabled People. Most often, they have the form of professional

[1] See: *Krause A.* Integracyjne złudzenia ponowoczesności. – Krakow, 2000; the same author: Człowiek niepełnosprawny wobec przeobrażeń społecznych. – Krakow, 2004; *Pilecka W.*, Rutkowski M. Dziecko ze specjalnymi potrzebami w drodze ku dorosłośc. – Krakow, 2009.

[2] Polish Committee for the Affairs of the UNESCO. Website: http://www.unesco.pl/edukacja/edukacja-dla-wszystkich/ [Access date: 17-02-2014].

[3] Dziennik Ustaw RP (Diary of Laws of the RP) 2005, Nr 164, poz. 1365, as amended, see: Ustawa z dnia 18 marca 2011 r. o zmianie ustawy - Prawo o szkolnictwie wyższym, Dziennik Ustaw RP 2011, nr 84, poz. 455.

[4] GUS. Szkoły wyższe i ich finanse w 2011 r. – Warszawa, 2012.

consulting and various forms of training courses. In 2010 and 2012, approximately 50 thousand disabled adults took advantage of professional consulting[1]. Professional consulting and informing usually touch upon the choice of profession, forms and opportunities for career enhancement, defining the place for work, and taking part in the activities of labor clubs that are still very few. They hold courses, various forms of practical training and individual studies whose goal is, first and foremost, preparation for an active job search. The clubs are attended by disabled persons aged 18-24 and "more" educated, i.e. having post-lyceum or secondary vocational education. For many years, training courses remain the principal educational instrument improving the chances of finding a job for disabled persons in the open labor market and thereby, improving their social situation. But these forms of education are harder to organize and more expensive as compared to other forms of professional training. In spite of the fact that their results related to employment are much worse, this type of training still enjoys the maximum demand in Poland[2].

Furthermore, the Polish model of social and professional rehabilitation of disabled people provides for four subsequent stages on the way leading to the normalization of the life of those people: 1) practical labor therapy studies; 2) professional activity facilities; 3) protected labor facilities; 4) the open labor market. The first two stages were created as transitional forms of employment for those disabled people whose access to the "normal" labor market will require certain training in the sphere of knowledge and skills, as well as positions modeling, but on the workplace rather than in the school environment. During the period when the market economy was in the process of being created, the next two stages were the solutions that exhausted the problem of vocational training for that category of persons within the Polish model of disabled persons' functioning that took shape during the 1990s. However, the solutions that took shape at both those stages were more commercial than social in nature. Therefore we think that the form of those solutions should be reviewed and redetermined. Nongovernment organizations carry out vigorous activities in the sphere of inclusive education of disabled adults as well. They contain schools, supplementary training centers, and offer numerous courses. However, we think that such social entities specializing on working with adult disabled Poles are still very few as compared to the constantly growing needs[3]. It should be also remembered that at present, education of disabled adults in Poland is not an institutionalized form of education; it takes the form of situational education[4].

Translated from Russian by Znanije Central Translations Bureau

[1] *Golinowska S*. Integracja społeczna osob niepełnosprawnych. Ocena działań instytucji – Warszawa, 2004, p. 58.

[2] Ibid., pp. 60-62.

[3] See: Mokrzyszewski A., Post B., Sikorska J., Instytucje i organizacje wspierające osoby niepełnosprawne w Polsce. Diagnoza i propozycje zmian, Warszawa 2002.

[4] *Malec M.* Społeczne konstruowanie (nie)pełnosprawności; *Maliszewski T.*, Żerko J. Edukacja dorosłych wobec społecznego wykluczenia: przeszłość i teraźniejszość. – Warszawa-Gdańsk, 2012, p. 264.

THE UNIVERSITY OF THE THIRD AGE IN STOCKHOLM, SWEDEN (SENIORUNIVERSITETET IN STOCKHOLM)

C. Dahlström

Senioruniversitet was founded in 1991 when it was known as the "Pensioners' university". Since the word pensioner has negative connotations the organization was renamed the "Seniors' university" in 2001. The original inspiration came from newly retired people with particular qualifications who wished to share their knowledge with their peer group. The impulse was democratic and legally the organization is an association which to start with was based entirely on a voluntary work. From relatively modest beginnings the organization has recently expanded rapidly. To begin with the program consisted of study circles (small groups of about 15 people) mostly in Modern Languages and weekly lectures on a variety of topics. Now twenty years later there are over 100 study circles, on average 15 lecture series on particular topics and 2 lecture series on a variety of topics which attract as many as 700 participants. There are also courses at university level where the teachers usually have university positions and lectures and visits to public art galleries.

Needless to say this rapid expansion has meant that the organization has had to become professionalized. Although much of the administrative work, such as answering telephone enquiries and checking attendance is carried out by volunteers, there are now two permanent paid staff, an office manager and her assistant who also oversees the premises and equipment we use. Senioruniversitetet is an independent body, but co-operates with a large adult education foundation, the Peoples' University (Folkuniversitetet) which also provides administrative assistance in the form of financial services and an internet-based application and registration system. In return they receive a state grant for the courses we organize some of which is then transferred to us. It is worth noting too that while much of the administration is carried out on a voluntary basis teachers and study-circle leaders are remunerated.

There are many organizations that provide lectures and courses for older people. Many of these resemble hobbies of various kinds or are closer to entertainment than learning. Senioruniversitetet does not regard this as competition. These organizations provide excellent meeting places for senior citizens in general. As Stockholm is the capital with a large group of highly educated retirees who have worked in the education- and legal systems, in government offices, in medicine and finance, our members/participants who mostly have a background of this kind expect and demand a high-quality program. We have noted too that the forties generation, now newly retired, is particularly demanding.

The keyword that guides Senioruniversitetets program is thus quality, both in substance and presentation. We conduct regular evaluations of the study-circle leaders and we are very careful to choose lecturers who are experts in the topic

they will talk about. The large lecture series also pick up on topics of current interest, often asking researchers to present their latest book, for instance. We aim too at providing a forum where people with rich experience of life can share that knowledge with one another and our classes and lecture series enable that. We have started to organize smaller seminar groups on more advanced topics. In other words Seniorunversititet has an important intellectual and social role to play in offering a demanding group of senior citizens one meaningful way of spending their retirement. In this respect Senioruniversitetet is a continuation and extension of a Swedish tradition of “the people’s education” – with education understood in its fullest sense as knowledge and the cultivation of the mind and senses. This has been seen as an essential element of civil society designed to help people participate to the full in the social life of the nation. Regardless of age.

MODERN TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES IN THE ADULT EXTENDED EDUCATION SYSTEM

T. G. Dementieva

The major task of an adult's education is the development of a personality which takes an active, competent and effective role in all spheres of social life. At the present stage of society's development, the teaching of foreign languages to specialists in the extended education system which is aimed at their professional development and the satisfaction of their cognitive needs is of special significance [2, p. 256]. The use of modern technologies, active methods of problem-based learning, and authentic materials in teaching foreign languages to specialists are all aimed at increasing their interest in the educational process's success and intensifying their learning activities and training in intercultural communication.

One of the technological methods of teaching foreign languages is *the method of communicative tasks*. This can be exemplified by comparing the relations between parents and children in a Belorussian and French family. Before fulfilling this communicative task the learners are offered a number of language exercises designed to reduce conceptual (linguistic) difficulties, such as 1) determining which expressions in this list give a positive or negative characteristic of the relations between people, 2) complementing the dialogue with suitable expressions characterizing the relations between the family members; 3) listening to the text (dialogue) in order to formulate the problems existing between the parents and children in this family and proposing solution of these problems.

Examples of preparatory speech exercises are include the fulfillment of a similar task (characterize the relations between you and your parents) as well as exercises enhancing the learners' background knowledge (characterize the kinds of families existing in Belarus and France). Examples of exercises aimed at acquiring grammatical structures include the use of comparative degrees of adjectives and adverbs.

An important condition for performing a communicative task is the availability or absence of a time limit. Limited time results in higher fluency but incorrect or complicated speech. The problem of combining contents- or form-orientation is particular challenge at the fulfillment stage of a communicative task. Obvious attention to the form (correction of mistakes, teacher's comments, advice-reminder, etc.) may turn the communicative task into a typical conventional-speech or even language exercise. Indirect attention to the form (request for repetition or rephrasing of the incorrect sentence or expression) fit into the process of performing the communicative tasks more naturally. The main aim of the exercises at the final stage is analyzing the performance of the task itself in terms of the form and contents. An example of language exercises dedicated to the analysis of language phenomena include sampling the mistakes made by the learners while using certain grammar structure with the subsequent analysis and correction of the mistakes and inferring a rule.

Alongside language exercises, review tasks are also quite expedient, which is quite important for developing the learning-cognitive competency of the learners, and assessing their success in performing tasks and applying strategies. An example of such a task may be a discussion of the best strategies to fulfill the communicative task in pairs and with the entire group. The learners actively participate in a discussion on this topic and their statements show a desire to understand and analyze the mental process taking place during speech generation.

A relevant method for teaching foreign languages now gaining increasing popularity is *the station method*. “Stations” can be desks or posters as well as a laptop or cassette-player where instructions on performing the task are placed. The learners divide into groups and independently perform the proposed kinds of activities. *The control station* is intended for gathering filled-out forms, tables, essays, advertisements and other tasks presupposing written work. *The leisure station* especially is intended for the learners who have gone through all stations faster than the others to complete additional work, preferably with the material offered in the form of a game of their choosing, such as watching a video on this topic and completing a test or listening to an audio-variant of a poem on the topic and completing a gapfill text.

The station method structure looks as follows: 1). Introduction to the topic; 2). The formation of groups (preferably of not more than two people in a group); 3). An explanation of the organizational points of the work (going through the stations in any order; communicating only in the foreign language, etc.); 4). Working in groups at the stations; 5). Presentating and assessing results. The teaching materials may be photos, posters, menus, prospectuses or didactic materials; where study aids might be available, these may include software, audio-, video/DVD disks and tasks requiring use of the Internet. The mistakes made are supposed to be corrected and discussed at the end of the class during the assessment stage [1, p. 14-15].

Let us consider a variant of applying the station method as exemplified by the topic of “Cultural events of Belarus and France: sights, holidays, cultural life, and national cuisine”. The class using this method should be conducted at the stage when the learners have already learned the proposed vocabulary on the topic, assimilated the necessary communicative formulas and studied linguistic and cross-cultural information concerning the cultural traditions of Belarus and France.

Station 1. One envelope contains photos of the sights of Minsk and Paris. The second envelope has cards with their names. Every photo has a number. The task is to determine which sight of Minsk and Paris is shown in the photo. The answers should be entered into the answer table by correlating the number and the letter; for example, photo 1 – card b. The purpose is to get acquainted with the sights of Minsk and Paris, to recollect the already familiar sights and to learn and remember new information. The new names of the unfamiliar sights must not exceed 10%. The filled out form is taken to the control station.

Station 2. There are sheets with the names of holidays in Belarus and France on the desk. The following variant is possible: the sheets have the dates of holidays only. The task is to play the dialogue on “Specific features of holidays in Belarus and France”. The purpose is the development of the skills necessary for situational

speech communication in the foreign language as well as the actualization of the lexical-grammar and linguistic and cross-cultural material. Throughout, the teacher makes notes of the mistakes on his or her sheet for further discussion at the assessment stage.

Station 3. There are authentic prospectuses of French/Belorussian supermarkets on the desk with prices of food products. The task is to draw up a shopping list for a party for the amount of 50 EUR / 200,000 Belorussian rubles and make a menu for the holiday considering the specific features of the national cuisine of France/Belarus (at choice). The purpose is the actualization of the studied lexical material, a familiarization with the national cuisine and to recollect the dishes already learned and to memorize new ones. The lists are made in a form which is taken to the control station.

Station 4. There are booklets with information about the sights of Belarus and France on the desk. The task is to make a tourist route with a description of the sights as well as cultural (holidays) and culinary traditions of these regions. The purpose is to learn to choose and process the main information expanding one's outlook and developing the skills of expressing one's thoughts in a foreign language. The learners practice the skills needed for working in a team communicating in a foreign language and well as the skill for finding a common strategy. The control takes place at the stage of presentation.

Station 5. There are posters on the wall: *Bienvenue en France!* ("Welcome to France!") and *Bienvenue au Bélarus!* ("Welcome to Belarus!"). The task is to write an essay on the topic of "Mon image de la France" ("My idea of France") and "Mon image du Bélarus" ("My idea of Belarus") which characterize French and Belorussian cultural traditions. The timeframe is 15 minutes. The purpose is to reinforce the lexical material on the topic and process linguistic cross-cultural information. The control takes the form of written essays which are taken to the control station.

Fulfillment of all tasks is followed by the presentation stage during which every group presents their description of the tourist route. This stage is followed by the assessment stage, during which a) correct variants of answers are given for station 1 and the groups compare their variants; b) the teacher voices his or her approval, comments and wishes for stations 2 and 4; and c) the possible variants of answers are discussed and compared for stations 3 and 5. The learners communicate among themselves and with the teacher only in the foreign language, which actively develops the communicative competency of the learners and is a distinct advantage of this method.

The station method allows for the maximum efficiency in the teaching of a foreign language with regard to the linguistic-culturological aspect. The teacher working with adults faces the tasks of forming the communicative and sociocultural competencies by extending the situations for the possible use of a foreign language as a means of communication in social and professional activities in the conditions of cross-cultural communication; the formation of the skill to express one's point of view and to compare the arguments and counter-arguments, thus promoting the development of logic required to build a well-connected statement; and the development of the ability to choose and use adequate language forms and means

depending on the communicative situation and the social roles of communication participants. In this regard, the use of modern technologies in teaching foreign language speech activities to adults will promote the effective solution of the set tasks.

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STRATEGICS FOR THE DEVELOPMENT OF ADDITIONAL ADULT EDUCATION IN THE REPUBLIC OF BELARUS IN THE CONTEXT OF COOPERATION WITH HIGHER EDUCATIONAL INSTITUTIONS OF EUROPE

M. P. Zhigalova

Currently, the system of additional adult education in Belarus is developing in conditions of free scientific creativity. Liberation from the hard ideological dictatorship and the “directives from the above” of the Soviet past has opened up the possibility for the objective study of aspects of the world experience, providing a new approach to the development of a rich historical heritage of the theory and practice of national adult education. However, it turns out that work in conditions of creative freedom has become much more difficult and responsible, because freedom is not permissiveness, but rather a specific responsibility of a scientist, a teacher or a manager for the results of their labor.

According to the “Code of the Republic of Belarus on Education” [5], studying additional educational programs for adults (and there are 12) is aimed at developing the motivation of a listener for a continuous improvement of knowledge and mental activity and a conscious need for learning “throughout life”. In this regard, additional adult education is one of the strategic directions for improving the competitiveness of a specialist and his or her demand in the labor market. Not surprisingly, the school and higher education of the first and second stages of training in the modern educational environment of any state is necessarily complemented by “additional adult education”, as in the Republic of Belarus, “postgraduate studies”, as in Russia, or “lifelong education”, as in Germany, without which we cannot imagine the modernization process of production and the process of the intellectual development of society as a whole. At all stages of education in the higher school, including the system of additional education for adults, there is an overcoming of the reproductive teaching style and a transition to the new educational paradigm. It is creative and provides for cognitive activity and independence of thought as well as the mobility of students in obtaining and using constantly updated information aimed at improving the quality of training of specialists for the industries of the dynamically developing social and economic sphere. It is no coincidence that new requirements are placed on the system of further adult education in society. It must be practice-oriented and possess different vectors, where each student can receive an education within a specific field of specialization and choose it according to his or her will and intellect, needs and abilities and its demand in the labor market. In this respect, within the system of additional adult education of we must consider issues related to the establishment of joint educational services within the framework of a multicultural education and the issues of cooperation with higher educational institutions of Europe to be quite promising.

In this regard, we think that in the context of the rapidly developing reformation processes performed by the Ministry of Education of the Republic of Belarus and the universities and creative teams, in collaboration with scientists, educators, psychologists and administrators, the role and significance of a scientific and theoretical understanding, including philosophical and methodological understandings, of new educational realities and processes dramatically increases. That is why co-operation in the field of provision of mutually beneficial educational services for students of different states can be regarded as one of the most effective resources to improve the quality of adult education. To do this, it would be desirable to establish in the framework of cooperation between universities in Europe and the CIS a joint International Scientific and Methodological and Training Center, where leading scientists (lawyers, psychologists, educators, for example, from Russia, Belarus, Poland, Germany, etc.) could be invited to carry out long-term work. In the framework of this Center it would be possible to develop and continuously adjust the international legal and scientific-methodological documents regulating the activities and functioning of scientific laboratories, schools and counseling centers established on sites.

The cultural studies concept of educational content [3] within the framework of international cooperation becomes of great importance for further adult education, especially in light of recent events in Ukraine. It would support the whole structure of work aimed at modernizing the content of education in the multicultural space of Belarus, Russia, Europe and the world, and consolidating a multicultural society. In line with the proposed international scientific teaching and learning laboratories intended to provide joint educational services in the system of additional adult education each state, it is possible to develop curricula to improve professional skills, which would include questions of compulsory study of national and foreign culture and its functioning in the ethnic environment of the audience. It will allow scientists of all countries together within mutually beneficial conditions to develop and quickly implement scientific and methodological research projects and to present to different audiences not only their achievements in the economy, but also the culture of their use in their ethnic environment. While implementing the content of the curriculum, you can exchange the specific approaches to teaching the humanities and scientific and mathematical sciences in an innovative environment in order to promote the best practices, thereby increasing interest in innovations.

Unfortunately, the solving of these issues in the CIS and Europe today remains incomplete. It is enough to say that in the system of additional adult education in the Republic of Belarus, for example, there is not enough hours allocated for the study of domestic and other national cultures. Only in such areas of additional training as, for example, “Tour operator and travel agency activities” is there a course titled “Culture studies and religious studies” (28 hours, 16 of which are classroom work hours, 12 independent work hours), and in such an area as “Russian as a foreign language” there is a course titled “Multicultural education of youth” (50 hours, including 26 classroom work hours). Of course, such a superficial acquaintance with a different nationality and national literatures and cultures, which describes the experience of many generations and civilizations, reduces interest in the inner world of a man. Spiritual qualities are replaced by such qualities as dry

pragmatism and calculations, which ultimately result in a devaluation and lack of demand for those qualities that at all times were the heart and pride of any nation or state, such as conscience and responsibility as well as honor and dignity. So today, in the era of technologization, it is necessary within the framework of cooperation between universities of Europe and the CIS countries to revive the teaching of the humanities at all levels of specialist training in every field, including within the additional educational system, otherwise the consequences could be irreversible.

It is important to note that in any country of the world, the system of additional education of adults is very specific and requires special teaching materials designed to be used by an experienced professional. Therefore, the joint work of scientists from different countries of the world in the International Scientific-Methodological and Training Centers can help to solve this problem. The International scientific laboratories could conduct joint research in the educational environment of adults; create educational materials for specific multicultural environments; and implement joint research and practice-oriented projects, scientific conferences, seminars and trainings. For example, such an important theme as “Family and Society” could be effectively developed on the Belarusian-Russian, Belarusian-Ukrainian, Belarusian-Polish and Belarusian-Polish-German Borderlands. This would help to solve the common problems of these regions related to communication and education in a multicultural family; problems of awareness and communication; problems of rendering help to people addicted to smoking and drugs; and problems of incomplete and young families.

The problem of communication, including the study of Slavic languages as languages of border business communication, is no less important for cooperation between the universities of Belarus, Poland and Germany. Despite the fact that this problem is solved positively in our Institute of Training and Retraining, it would be advisable to work together to solve another problem related to the organization of internships in the language environment.

Today we need to “make” the environment of Institute for Advanced Studies pedagogical, where specialists from various industries are trained, to fundamentally change the organization of the whole educational process. In our view, the process of organization of self-education of students is important, and it is necessary to define special bases for internships that meet all modern requirements. These must be the best institutions and enterprises in the city, employing capable, creative professionals, who, by means of personal example, arouse interest of their audience in order to demonstrate a love and respect for the individual student. It is important to take care of the adaptation of a specialist/trainee in order to create conditions for his or her creativity. We should understand what factors determine the susceptibility of potential customers (companies and institutions) of additional adult education for innovations, which determines the effectiveness of their implementation. For Belarus, which is now actively educating foreign students as well, the problems with developing multicultural education [2] are also relevant, including the system of additional education for adults. Here we need new approaches to learning, based on a respect for the culture and character of different peoples.

At the present stage, it is impossible to ignore the global processes in business education [4], because graduates will have to work in the global business environment. This will require new approaches of the educational system and the development of the necessary skills and competencies of specialists and students, as well as the resolution of the actual problems closely related to business practices [1].

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MANAGEMENT AND IMPLEMENTATION TECHNOLOGY FOR CONTINUING ADULT EDUCATION AT UNIVERSITIES

G. S. Zhukova

In recent years, Russian society has faced the problem of a considerable mismatch between the professional education services market on the one hand and the labor market on the other. Solving this growing problem requires much effort, particularly in terms of modernizing the system of additional professional education (hereinafter APE) and adding to it priority characteristics such as the quality, advanced and continuous nature, the universality of knowledge, and practical focus. In the modern socio-economic context of the market economy, the additional professional education system should, without a doubt, be geared to the needs of particular learners who are interested in exhibiting and developing their professional and personal abilities and professional qualities. On the other hand, it enables those with basic professional education to learn a new occupation and even acquire the right to conduct a new professional activity. This contributes to the reduction of open and hidden unemployment, and to the development of professional and personal mobility of people.

The current condition of the APE system and requirements of the labor market set the task to introduce a new scientifically substantiated system of content and methodology for adult education which should ensure high-quality training of specialists in a chosen area of professional activity. Demands of the market economy for highly skilled and competitive professionals shift the focus in adult education from developing competencies in narrowly defined professional fields toward developing individual creative capabilities and the need for continuing self-learning and education throughout life.

It is well known from many studies in sociology, medicine, and psychology that the level of general educational, professional, cultural, and other knowledge of practitioners who do not engage in self-education on a regular basis gradually decreases over time. When developing the theoretical foundations for new APE content, we should keep in mind that personal meanings and values of education among adult learners have a rather complex structure which reflects the multidimensional nature of their status in the educational process. General pedagogical theories of designing the educational content, the basics of theory and methods of adult education, the theory and methods of professional education, and professional standards should be used as a scientific foundation for forward-looking development of the APE content. Practice shows that an APE system should not only have programs with a sufficient amount of backbone knowledge, but also develop in learners new demands and requirements for general educational and professional information. What is worth a special mention is that these components of APE are not only about the transfer of a certain amount of universalized data, the more so that adult learners already have basic professional education and work experience. The essence of general educational and general professional components in APE programs for adults is, mainly, to focus on

innovations and prospects in those scientific fields that are particularly important to a given category of learners in pursuing their professional activities.

The quality of APE is a comprehensive indicator that, in particular, includes a relation between the desired training goals and results achieved; the degree to which learners' expectations are satisfied by professional educational services; the degree to which a system of knowledge, abilities, skills and competencies is developed (based on training received); and the direction of personal and professional development of an adult learner.

Solving the existing issues in organizing the high-quality professional education of adults, in particular, requires in-depth system analysis, forward-looking forecasting, testing of new approaches, and hence modernization and management of the quality of continuing professional education. As is known, forecasting is a complex process of collection and processing of data arrays aimed at making forward-looking judgments using not only external data, but also mental constructs available in the individual's memory, such as categorical, intellectual, and other schemes and interpretations, as well as results of reflections on the possible development of events being studied. Where training in an APE system is built using a forward-looking approach (oriented toward possible future change in the profession, socio-cultural environment, etc.), learners find themselves in a situation of constant anticipation and prediction of their own professional and personal prospects.

Qualimetric forecasting uses all assessment, diagnostic, and mathematical methods which produce data on future qualitative change in the object of forecasting, particularly on possible change in consumer requirements, technology improvement, organizational and economic transformations, etc. The qualimetric approach in an APE system is based on conceptual ideas of the theory of educational measurement, the large-scale and independent nature of expert evaluations, testing, methods of mathematical statistics, and interpretative analysis. It can ensure that data on the learner's level of attainment and professional and personal development are clear, ordered, and objective. The qualimetric approach in an APE system allows for taking into account the specific characteristics of the adult audience consisting of people with professional education and work experience in a certain area, secures their right to receive high-quality education in line with the required level of qualification, and ensures the integrity of the educational process. All this enables us to speak of effective implementation of APE that ensures professional and personal development of every adult learner, taking into account their individual capabilities, interests, aptitudes, abilities, and career prospects. This implies that education should be variable and open-ended, and should use multiple methods, facilities, techniques and forms of managing learning and self-education activities of students.

Undoubtedly, the forward-looking function is one of the major functions for implementation of the qualimetric approach in an APE system. It involves discovering the professional and personal potential of specialists, designing strategies for their professional and personal development, providing support in career planning on the basis of objective analysis of the available professional education and personal and professional potential, as well as forecasting and managing the development of APE educational systems.

The forward-looking potential of the qualimetric approach relative to modernization and management of the quality of continuing professional education is about high compatibility between the theoretical foundations of the approach and the logistic component, which basically uses the methods offered by the theory of logistics and the theory of managerial decision making. The forward-looking potential of the qualimetric approach in an APE system cannot be realized without theoretical and methodological design of a new basis for APE in terms of its content and methodology. This design is a complex task, as it does not allow use of an experimental method to a full extent, and because the APE system deals with the unpredictable human factor.

The result of the design is an APE program for which all components are adapted to a given category of students and employer demands. It is developed on the basis of marketing research, qualimetric forecasts, the logistic approach, and the theory of decision making, and combines the needs of adult learners with the real opportunities available in the professional educational space of the institution where the program is to be implemented.

When developing forward-looking APE programs, we should also keep in mind that adult learners are usually objectively interested in reviews of information regarding current developments, the latest trends, and prospects in a certain scientific field. What is also important to them is analytical, critical, summary, cross-disciplinary, and integrative reviews of a general educational and professional nature. In this connection, there is an urgent task to train teachers who will work in the APE system. Each teacher should have sufficient theoretical and practical professional knowledge, be broad-minded, have oratory and acting skills, be proficient in conflict management techniques, and have the appropriate psychological and pedagogical skills enabling them to work with people of different ages and social and other groups. APE teachers must be researchers who are able to: analyze, systematize, elaborate, and sufficiently concentrate information for students; highlight the conceptual theoretical and methodological foundations of the professional activity that they teach; find and maintain an optimal balance between general and specific components of the program; and organize work with individual students and a student group, while ensuring the high quality of training.

The quality of education in an APE system cannot be improved only by improving the control and evaluation procedures and measurement and assessment activities. A change in the qualimetric toolkit for an APE system is not an end in itself, but its nature can show the direction for the development of other components of APE, such as changes in the content, application of new professional educational techniques, creation of testing systems, APE quality management, etc. Russian State University uses the following qualimetric criteria for APE performance: improvement in the satisfaction of state and socio-professional orders for upgrading skills and retraining; improvement of retrospective indicators for the quality of variable, differentiated professional educational services available to specialists with different qualifications and specializations; contribution to the decrease in open and hidden unemployment in the region; and the consistency of programs with principles and development areas of municipal, regional, and federal systems of continuing professional education.

Russian State University regularly monitors the performance of the APE system using certain general criteria, such as the level of demand for programs by the labor market; the level of existing professional competencies in program graduates; the level of employers' satisfaction with the quality of additional professional training; dynamics of career growth among graduates; and the level of satisfaction with the quality of additional training among graduates.

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TEACHING STUDENTS WITH DISABILITIES WITHIN THE SECONDARY PROFESSIONAL EDUCATION SYSTEM: APPLYING PROFESSIONAL EXPERIENCE

N. A. Zvereva
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Education is vitally important for persons with disabilities, because it is one of the most effective mechanisms of personality development and enhancing one's social status. According to the Constitution of the Russian Federation and Federal Law "On Education in the Russian Federation," children with developmental problems have the same rights to education as other children. A vital task of upgrading education is assurance of qualitative education accessibility, its individualization and differentiation, regular increase in the professional competence level of teachers who educate in this way, as well as creating conditions for achievement of the new modern quality of professional education.

Obtainment of secondary professional education by young people with disabilities is one of the basic and indispensable conditions of their successful socialization in modern society, an assurance of their full participation in life, and effective self-realization in various spheres of professional and community activities. Consequently, ensuring teenagers with special needs' right to education is considered one of the most important tasks of state policy not only in the sphere of education, but also in the sphere of demographic modernization and the social and economic development of the Russian Federation.

At present, students with special needs study in various departments at the Perm Technical School of Chemical Technology. The most popular specialty among them is Software of Computers and Automated Systems.

An important element in teaching this category of students is the availability of modern material and a technical base in an educational establishment: arrangement of learning space, organization of teaching process timing, the student's work place arrangement, becoming familiar with working with equipment, provision of comfortable access to education, usage of training equipment for each category of students, and provision with course books, workbooks and didactic material which meet the educational needs of students in each occupational education program. The forms and degree of educational integration for a student with disabilities may vary depending on the severity of one's physical and mental development problems. For example, students whose level of psychophysical development generally meets the norms for their age may permanently study in one group with peers who have no developmental disorders if the necessary training equipment is available. While teaching students with special needs, one of the most important conditions for a teacher is to understand that these students are not defective in comparison with others. Teachers explain the equality of those with disabilities to the base group of students, but nevertheless this category of students needs a special individual approach to their self-fulfillment and in creating conditions for development, which differs from the limits of conducting a standard

class within the secondary vocational education system. The key point of this situation is that students don't adjust to social norms, but integrate into society on their own conditions, which are accepted and considered by society.

Teachers work with students according to teaching techniques which cover all the stages: explanation of new material, performance of tasks, and evaluation of students' work. Teachers use the following methodological techniques: step-by-step explanation of tasks, consistent performance of tasks, reiteration of instructions to task performance by the student, provision with audiovisual training equipment and proximity of the student during explanation of the task. Change of activity types while conducting a class is provided: preparation of students to the change of activity type, provision of additional time to complete and hand in homework assignments, computer-based testing, use of exercise sheets, which need minimal filling out, and tasks with missing words/sentences, providing students with printed copies and electronic versions of tasks written on the blackboard.

In the process of teaching vocational subjects, teachers use project-based and modular education. This is considered the result of integration of project-based learning and module technology, which allows development of universal teaching activities in the course of class project execution, in particular, at the stage of self-study. Also, during organization of the learning process, teachers use elements of online study modes which provide a real opportunity for study on an individual basis regardless of time and place. A student can get the necessary information via the website of an educational establishment. Thus, at present, the studies of a student with disabilities at an ordinary secondary professional educational establishment entail the process and result of granting him/her all the rights and real opportunities to participate in all types of social life pari passu, together with other members of society under conditions which compensate his/her developmental delay and disabilities.

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EDUCATION OF ADULTS IN SERBIA – POSSIBILITIES AND CHALLENGES[1]

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Adult education is a prerequisite for meeting the needs of the government and society for competent employees who can solve the urgent problem of political and socio-economic development of the society. Under conditions of rapid development in science and technology, accumulation of a large amount of knowledge, and the need to develop new competencies, the process of adult education has a large influence upon all aspects of human life and society. Priority tasks of adult education include "providing extra opportunities for acquisition of a primary set of knowledge and skills necessary for active creative activity and painless resolution of various problems in all areas of life [Kulich, Despotovic, 2005, p. 167].

Having faced the challenges of globalization and European integration, a few decades ago Serbia tried to solve the problem of adult education and to raise the existing practice to a higher level of innovation. The government sees the way to achieve this goal in the development and updating of lifelong education and creation of a learning society. Numerous studies conducted in the last twenty years show that cooperation between the authorities and the educational institutions in addressing urgent issues of educational policy in adult education has given specific results. Involvement of adults in various forms of education and training offers great opportunities to enhance their skills and competitiveness in the labor market, thereby improving their quality of life. Formal, non-formal and informal education are major components of the adult education system in Serbia. Formal adult education is a purposeful process for changing the educational level through the implementation of primary and secondary education programs and other forms of professional training, considering the needs and abilities of the adults and the demand/offer of the labor market in accordance with the existing legislation [Official Gazette of the Republic of Serbia - № 55/2013]. In Serbia, implementation of the formal education system is possible through the integration of three subsystems of education (primary, secondary, and higher), and represents an underutilized potential for general adult education and the formation of competencies demanded in modern social life and the economy. In Serbia the area of adult education covers the population aged 15 to 45. In this regard, 16 basic schools and resource centers with the duration of study lasting 4 years were founded, where adults who are eager to catch up are trained according to the principle of mastering a two-year

[1] This article is the result of research within the framework of projects studying "The sustainability of identity for Serbs and ethnic minorities in the border regions of East and Southeast Serbia" (OI 179013). The State University in Nis (Serbia) Faculty of Mechanics and Technology is a main facilitator of project implementation. The project is funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia; and "Kosovo and Metohija between national identity and European integration" (III 47023), with financial support of the Ministry of Education, Science and Technological Development of the Republic of Serbia.

course during one year of study. The content of general education plans is implemented according to the reduced program. During the first four years regular classes are organized, and from the fifth to eighth grades classes have a more extensive instructional and consultative nature.

In the area of secondary adult education more and more young people appear who, due to various difficulties in their lives, have had to interrupt education at various stages of their study, and who therefore use the possibility for acquisition of vocational training as a second chance. The highest rates of coverage for secondary schools in the additional adult education system are in the following areas: computer operator, computerized accounting, computer design, study of entrepreneurship basics, foreign languages, management, and education for sustainable development (sustainability).

The problem of participation for adults in the secondary and higher additional education system is conditioned by a number of facts. The biggest obstacle is the fact that the educational institutions (faculties) do not identify the adults, and especially working adults, as their target audience; thus, the provision of equal access to higher education for this category of the population does not match the capabilities and needs of these individuals. Private educational institutions demonstrate a more flexible approach to solving this problem. Aware of its advantages and benefits, private agencies offer educational programs for working adults, and coverage by the private education system has increased several times over.

These characteristics and disadvantages of the formal education system, along with the increasing demand for adulthood education, have resulted in the actualization of non-formal adult education. Non-formal adult education is an organized process of adult instruction on the basis of educational activity outside the scope of the established formal system in order to acquire knowledge and skills aimed at personal development of adults, their work, and social activities. The Center of Professional Education for Adults of the Republic of Serbia demonstrates its commitment to development in this direction and considers the possibilities for further improvement and unification of the existing practices within the framework of non-formal adult education. In summarizing the experience of non-formal adult education in Serbia, it is possible to distinguish the following components:

1) Workers', national, and open universities of higher and professional education that provide for the improvement of skills for specialists and their preparation to work at modern production facilities (confirmed by a certificate); 2) The National Employment Agency, which implements strategies and programs within the framework of developing the labor market, social protection of unemployed persons, prevention of unemployment, and fighting its social consequences. As a rule, an agency acts as an organizer (or, less often, a performer), and certain schools implement retraining and additional training of the adults; 3. Enterprises owned by the private sector, municipality or the government, as well as by the public institutions, legal entities or individuals. Their educational function is performed periodically and as necessary; 4) Subsidiaries of large international companies organize highly standardized training in accordance with

the skills needed to perform the defined scope of work; 5) Cultural and entertainment centers, recreation centers and clubs that specialize in the field of culture and provide training in the field of culture and arts; 6) Private (educational) institutions and organizations organize foreign language courses, computer courses, or driving schools (educational institutions for training drivers of different categories); 7) Funds to support education and science, agencies, service centers, humanitarian organizations, educational programs and projects organize a set of activities aimed at attracting adults to the field of education, not as a source of primary or additional income; 8) Scientific and technical institutes, research and analytical centers, the activities of which are focused on development of the scientific competence of experts; 9) Profession-based and industry-based associations that specialize in protecting the interests of certain types of professionals. They organize the development and training of staff at the advanced training courses, seminars, business seminars and training sessions; 10) The Chamber of Industry and Commerce is focused on a group of businessmen from different companies and large employers representing many industries at the governmental level; 11) Trade unions organize sets of educational activities and improvement of professional skills for workers (their members), and act to protect the interests of certain professions; 12) Forms of theoretical and practical training to meet the needs of the army, police, and intelligence service, which focus on the specific needs of these groups, their further additional education, professional training and retraining; 13) University of the Third Age, whose activity is focused on the organization of various forms of education, such as the handicraft industry, artistic crafts, and production of household goods by hand. The online University of the Third Age provides high-quality and affordable distance education for adults through workshops, original courses, mini-courses, and lectures; 14) The public, charitable, and private institutions and agencies in parallel with provision of the most important types of services for the aged and elderly people organize the educational activities; 15) The Church – the system of higher theological education is focused on development of spiritual values for adults according to the principle of consistency in pedagogical influence of the Church, family, and education; 16) Private, local, regional, and global types of mass media: libraries, museums, reading rooms, theaters, cinemas, galleries, clubs, recreation centers, and many others. 17) Correctional institutions (prisons for adults, juvenile correctional prisons, prisons, medical correctional institutions, health care institutions, detention facilities) perform professional reintegration of convicted persons and preparation for life after prison, and organize the activities of specialized institutions for juveniles who need social rehabilitation; 18) Various agencies for specialized types of activities – agricultural cooperatives, various communities and centers for specialized types of medical care, special (correctional) educational institutions for students with developmental disabilities or with health disabilities. Public events are organized, such as forums, exhibitions, promotions, and presentations.

Based on the foregoing, we can make the conclusion that the adult education system in Serbia is based on the training programs and curricula designed to acquire professional competence and qualifications important to

personal and professional development. The adult education system covers several institutions and organizational forms of formal, non-formal, and informal education, the activity of which is focused on development and improvement of the following skills of adults: linguistic and mathematical literacy, knowledge of native and foreign languages, knowledge of information and communication technologies, media literacy, professional activities, creative self-expression, social skills, communication, and cooperation.

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ABILITY TO APPLY MATHEMATICS AND HEARING IMPAIRED CHILDREN

J. Karić

Teaching mathematics is one of the more important tasks of education and upbringing of children with and without special needs. Teaching and learning mathematics is the base for solving and applying mathematical problems. Teaching and learning mathematics are complex processes which teachers and pupils assume to have a direct relationship, one to the other. Each pupil is an individual with his/her own unique personality. Pupils acquire knowledge, skills, and attitudes at different times, at different rates and in different ways, mainly because their levels of readiness and ways of responding are different.

The teacher is in obligation to have in mind the following, during teaching and learning of mathematics: (a) The goals and objectives of mathematics should include the ways by which children seek to solve problems. (b) Children should be encouraged to agree or disagree among themselves on how to solve a problem, and to seek to resolve their differences using the data of the problem. (c) Activities should be constructed to enable higher levels of thinking to emerge. (d) The experiences of the children should be used as the mainspring of their motivation for doing and enjoying mathematics. (e) Problem solving should be a principal focus in developing the children's mathematical abilities. (f) Children should be given opportunities to reflect and reorganize their ways of thinking.

The psychological processes (cognitive, affective, emotive) involved in modeling, in applying mathematics and in solving problems are critical to mathematics teaching and learning. Emphasis on problem solving modelling and applications demands an approach to teaching mathematics which fosters the development of such creativity and higher-level thinking skills in children. A broader conception of mathematics suggests that mathematical concepts and tools should no longer be viewed as instruments for solving carefully selected and structured problems but as ways of thinking about and organizing one's experiences. Problem solving should no longer be viewed as an activity in which pupils engage after they have acquired certain mathematical concepts and skills. It should be viewed both as a means of acquiring new mathematical knowledge and as a process for applying what has been previously learned. The emphasis should be on pupils' engaging in activities which lead to self-generated knowledge. This is the basis of constructivism. Advantages of constructive modes of teaching mathematics are: (a) in all instructional modes the pupils are involved in problem solving. (b) problem solving assist pupils in developing analytical and reasoning skills. (c) problem solving provides pupils with new and challenging tasks that force them to evaluate and modify their own thinking processes as new information becomes available. (d) problem solving encourages pupils to devise their own method of working problems (e) problem solving enhances understanding, which is a consequence of pupils' engaging in investigations and explorations. In turn, understanding aids problem solving.

Children acquire mathematical knowledge by constructing the knowledge within their minds. They do not internalize mathematical knowledge directly from the environment (from being taught by the teacher, from using certain materials). Using their past knowledge, children construct relations between objects, and test these relations. Therefore, the main feature of learning mathematics is the focus on children's thinking and not on children writing correct answers. This is of key importance for teaching mathematics in schools for children with damaged hearing which is currently mostly based on writing correct answers. Because of this it is important for children to experience mathematics through various modes of representation, social settings and ways of communicating and reasoning. In the same time, for defectologists to correctly teach mathematics in class tuition of schools for children with damaged hearing, it is necessary for them to monitor the development of mathematics teaching in elementary schools, because only knowledge acquired and developed in this way will enable the teaching of mathematics in schools for children with damaged hearing to fulfill the tasks set in front of it.

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THE EXCURSION METHOD IN THE ANDRAGOGIC MODEL OF EDUCATION

E. V. Komissarova

Excursion tourism gained momentum in general education in Russia in the 19th century. The excursion activity of the Alexander Teachers' School in Tiflis headed by N. P. Zakharov became popular among teachers. In the late 19th century, the excursion method was theoretically justified in the works of the outstanding teacher K. D. Ushinsky. With the development of transportation, tourism and excursions were becoming a more popular form of active cognitive and health-improving rest of the adult population. Excursion and tourist societies were founded. In 1885, one of the first Russian tourist organizations – the "Enterprise for Public Travel in All Directions" – of L. Lipson began operating in St. Petersburg. The Crimean-Caucasian Mountain Tour Club, founded in 1890 in Odessa, and the Russian Society of Tourists, founded in 1901 on the basis of the Russian Touring Club, organized in St. Petersburg in 1895 (a society of cyclists – tourists), played a special role in the development of excursion activities. In the early twentieth century, various excursions commissions, offices and committees were founded at a number of societies, and private tourism offices were created. In the 1910s, tours for rural residents were organized.

During the first years of Soviet power, the excursion method was widely used and became extremely popular as a means of knowledge, education, political education, research of resources and promotion of the achievements of socialist construction. The Tour Desk of Glavpolitprosvet did a great job of creating an excursion methodology for adults, coordinating the work of tour agencies that were founded on the basis of trade unions, clubs and other organizations. Various commissions were established for organizing scientific, humanitarian and technical excursions, the task of which was to develop plans and programs of excursions. Three research institutes in the field of the excursion business were founded in Moscow and Petrograd in 1921 for the purpose of developing the theory and methods of the excursion business and training specialists. The excursion method was used by all cultural and educational organizations [9]. In 1930, tourism work in the country was headed by the All-Union Voluntary Society of Proletarian Tourism and Sightseeing. In 1931-1932 it organized mass research trips and expeditions throughout the country, which were attended by about 10.5 million people. 166 long-distance operative or planned routes functioned in the country, such as industrial routes, routes for studying natural history, agricultural routes, and routes for foreign workers and specialists. Excursions were encouraged to be organized taking into account the particularities of different population groups: occupations, age, cultural level, etc. During these years the theory of the tourist and excursion business was actively developed by B. E. Raikov, V. A. Gerd, and N. P. Antsiferov. The "Tour Business" magazine was published in the Petrograd Provincial Department of Public Education. Starting from 1936, the excursion and tourist work in the country was headed by the All-Union Council of Physical Culture and All-Union Central Council of Trade Unions.

In the postwar period, the government coordinated efforts of various departments, created the infrastructure and human capacity of the excursion business. The 1970s-1980s became a boom period of sightseeing and visiting museums, as well as for the development of the theory and methods of tour guiding.

Reforms of the 1990s resulted in a crisis of the sightseeing and tourist areas of Russia. However, with the adoption of the Law of the Russian Federation “On the Principles of Tourist Activity”, work was started that was aimed at regulating tourist activity in Russia. The revival and development of new types of internal, inbound tourism and sightseeing have become a trend of recent years. State support of the Russian Geographical Society and others, development of tourism development programs, and patriotic education at federal and regional levels has contributed to the development of the sightseeing and tourism business.

So, what are the advantages of the excursion method as a means of non-formal education throughout one’s life? The scientific reflection of tours as a socio-cultural phenomenon has led to the development of numerous, but essentially similar, definitions, revealing the meaning and content of excursions. The earliest (1882) interpretation of this term was given by V. Dal: “A walk, a journey, a tour to search for something, to gather herbs, etc.” One of the first formulations of the term belongs to M.P. Antsiferov (1923): “An excursion is a tour which concentrates on the study of a specific topic based on the specific materials available for contemplation”. A detailed explanation of the term “excursion” is given in the Great Soviet Encyclopedia (1933, Vol. 63, p. 316): “a type of mass culture and enlightenment, propaganda, and educational work which aims at expanding and strengthening knowledge of the younger generation...” In the Definition Dictionary of the Russian Language ed. by L. N. Ushakov (1940), the word “excursion” is explained as “a collective tour or walk with a scientific or educational purpose.”

B. V. Emelyanov, an expert on domestic tour guidance, believes that an

occurring in two main areas. The first one is the move from coercion to freedom, and the second one is from education to amusement [6, p. 306-307]. An excursion can be viewed in several ways: (a) as an independent form of education and training, as an integral part of other forms of training and education, (b) as a form of work with a mass audience and a form of training, (c) as a form of organization of cultural and leisure activities and educational work, (d) as an episodic (single) event, part of the thematic cycle, as well as one of the stages of cognition; (e) as a form of dissemination of scientific knowledge and ideological education, (f) as an event within one of the directions of patriotic education, labor, aesthetic education, as well as part of the process of formation of a fully-developed personality, (g) as an autonomous form of cultural and enlightenment work, and as an integral part of organized tourism, (h) as a form of interpersonal communication of a guide with tourists, tourists with each other, and as a form of communication of tourists with objects [9, pp. 10-17].

Each region has unique sightseeing objects and tourist attractions. The rich natural landscape and cultural and historical heritage of the Volgograd Region strikes visitors with its biological and cultural diversity, and has recreational and wellness resources as well. Despite the lack of infrastructure, domestic tourism is becoming increasingly popular in the Region.

The informal character of an excursion means that it can maintain one's interest in studying various things, thus making excursions an efficient tool for lifelong education at any age. The modern definition of education with regard to the implementation of the idea of education throughout one's life (lifelong education) is: "education is the development of life experience of a human being". In general terms, the purpose of education is in studying culture [5, p. 53]. Excursions demonstrate one of the four laws of pedagogy - the law of inheritance (transmission) of culture: a man in the process of education assimilates the culture of mankind.

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LIBERAL ADULT EDUCATION: FINNISH APPROACH

R. Kuosmanen

In what ways does Finnish adult education differ from the practices of many other developed countries? One essential difference is that vocational and general education are being developed side by side. Other countries often assume that it is enough to offer the adult population sufficient opportunities to develop their professional skills through continuing or further education. In Finland, as in the other Nordic countries, general adult education maintains a central role throughout the systems designed to promote lifelong education. This presentation will briefly describe the challenges facing liberal adult education - the broadest of the general adult education sectors – in the near future.

The most important distinguishing characteristics of liberal adult education are the following: (a) Each provider is free to decide on the goals and contents of the education it offers. If they wish, students may also play an important role in shaping the contents and all other aspects of their studies. Students know best what they need to learn. (b) Liberal adult education is mainly paid for by the national government. In addition, local municipalities provide a great deal of financial support. The goal is that study fees would not pose an impediment for anyone wishing to study. (c) Liberal adult education has been born out of the need to educate people for democracy and equality. By its very existence, in turn, liberal adult education supports the democratic system by questioning undemocratic tendencies in all areas of life.

Governmental Committee has prepared a report entitled “The Joy of Learning: a national strategy for lifelong learning”. This report outlines the basic principles of Finnish adult education policy which are being followed presently and in the coming years. The three central tenets, which influence all strategic decisions, are the following: (1) People’s intellectual and spiritual growth has an intrinsic value, and should support their development and competence in different aspects of their lives. Education should not be forced into having mere instrumental value in the service of any objective such as economic gain. Intellectually and

sufficiently by improving the facilities for learning in both the teaching provided in educational institutions and other living environments. There in no one way of creating a learning society; not even primarily by the exercise of government authority. As lifelong learners, each and every citizen is in a key position, but so too is the purposeful activity and collaborative effort of local communities, non-governmental organizations, working communities, labour market organizations, educational institutions, provinces and the State's various administrative divisions.

Learning is a source of joy. Studying involves effort. Sometimes life can teach you a hard lesson. Yet the basic message of lifelong learning is not to plod compulsively throughout one's life as a reaction to mounting demands. Learning and particularly learning together, is fulfilling when it helps to solve genuine problems and when it helps to develop the good life, creativity and cultural skills, improved abilities and a strong sense of citizenship. There is a need for a new, inspiring and even passionate vision of learning as an enabling force. The learning experience can be a source of joy for everyone throughout their lives, everyone can make greater use of their intellectual resources and everyone can take pride in their improved skills. What is learnt unhappily, is happily forgotten.

Developing skills as a source of strength. The Committee (Joy of learning) sees the future as one where Finland's greatest asset and key to success are those people and communities that actively develop their skills. There is a wide consensus in a skill-oriented society that no-one has monopoly on thinking. The hallmark of such a society is the realisation of people's joys, desires, skills through lifelong learning. The emphasis on education shifts to the advancement of learning. A nation which learns in this way will develop better skills openly and successfully not only in the context of educational institutions but in all context of learning: learning in workplace can be complemented by learning throughout active citizenship and learning at leisure. The information superhighway opens up new and unprecedented possibilities. Knowledge never did anyone any harm.

Educational and cultural policy is the key to the future. 'Whatever the level and whatever the task, lifelong learning is required that, together with humane, socially and ecologically sustainable development, will create a skilled society that makes life worth living, furthers employment and is even successful in a period of transition. Knowledge is the beginning of wisdom.

Whatever programme of liberal adult education an individual might be participating in, the purpose of learning always lies deeper than just learning some specific knowledge, skills or attitudes. Liberal adult education always strives to help the participants to experience their lives as increasingly meaningful. This can happen in two ways: a) an individual's self-image must become more coherent and stronger, and b) people must experience their relationships with other people and with life in general as satisfying and rewarding.

People can make their lives more meaningful when they learn to utilize the entire range of their functional capacities. It is good for individuals to actively participate in a few things, but they must also be able to retreat into silence to listen to their deepest thoughts and feelings. Most of the time, however, individuals as learners are somewhere between these extremes, developing themselves in a rich and varied way through participation in one or more learning projects.

Liberal adult education bases its activities on the fact that participants come to their classes voluntarily. They stay only if they are satisfied and find joy in learning. It is therefore an ongoing challenge for liberal adult education to develop its quality to correspond to people's ever-changing learning needs.

Liberal adult education wishes to work with people's creativity. Creativity, however, has many forms and is not only limited to or manifested in the studies of the various arts. Creativity can just as well be found in social solidarity and in the ability to empathize rather than in the ability to paint or sculpt. Creativity can also manifest itself in doing and organizing, just as well as in acting or interpreting a piece of music. In its widest sense, creativity can manifest itself anywhere where people are fulfilling themselves while respecting the humanity of others.

From what I have said above, we may note that the world of learning offered by liberal adult education is very wide-ranging in principle. This is true in practice as well. In various liberal adult education institutions it is possible to study the widest imaginable variety of subjects and skills. They truly are warehouses of learning, offering something for everyone. Supply, however, also requires demand. In the "Joy of Learning" report mentioned earlier, it is very clearly assumed that all adults are themselves ultimately responsible for their learning just as they are responsible for other aspects of their lives. Educational institutions also do many other things for the learners in addition to offering them their provision. They inform the public widely about their activities, and offer guidance in planning one's studies. They can also give financial assistance for studies and in some cases help organize child-care for parents during class.

Studies which deal with society and the immediate community and those which improve different communicative skills are very important for citizens, who must be able to make independent decisions and choices in their own matters and in societal issues. In order to operate as equal members of a democratic society and influence decision-making actively, they must be able to understand a wide range of societal, economic and social questions. Furthermore, in a democratic society each individual has the right to develop his or her own personality, knowledge and skills. There are also various phenomena in our society which threaten its balance and social cohesion, such as growing income differences, exclusion due to unemployment and other similar reasons and an unsympathetic attitude to the growing multiculturalism of our society. Adult education has a balancing effect in this respect.

Finnish and Russian societies are under intensive change process, too. Common learning process and cooperation could be highly beneficial in this situation. During the organizational change process the City of Helsinki Adult Education Centre has learned already that changing values, and ways of thinking is always a big challenge, because they are an outcome of long evolution. But adult education centers can play an important role in consolidating the social change process. We propose to join our efforts and start a common learning process in the frames of adult education project. A concrete possibility is to start creating a new model of adult education centre, which would support implementation of our social strategies towards a consolidated, creative society in 2020.

PARTICIPATION IN THE THIRD AGE UNIVERSITY COURSES AND SATISFACTION WITH LIFE IN LATE ADULTHOOD

H. Liberska
M. Farnicka

Late adulthood is also a period of many developmental changes. Although regressive changes dominate over progressive, especially in the physical aspect, it is still a period of great developmental potential (Liberska, 2008). Progressive changes at this stage of life are related to adaptation to new tasks and new conditions of living, which often accompanies retirement from work. The challenges that have to be faced at this stage include adaptation to limited physical fitness, changes in financial and professional situations, decreasing number of closest family and friends because of their death, taking new social roles e.g. of the eldest family member, pensioner and others, (cf. Havighurst, 1972; Pietrasiński, 1990; Finogenow, 2008; Steuden, 2011). The period of late adulthood is inevitably related to a number of losses accompanying the psychosocial aspects of ageing (the so-called aging losses), including health, physical strength, physical attractiveness, social and economical status, social identity (professional, familial, sexual), temporal orientation, length and contents of perspective for the future (Grabowska, 2011; Bugajska, Timoszyk-Tomczak, 2012). A consequence of traumatic experiences related to the sense of the ageing losses, elderly people can suffer drastic limitations to the area of their physical, intellectual and social activity and emotional life (Straś-Romanowska, 2011**).** In psychological literature, activity is treated as a factor prompting development, as a result of development, aim of development or context of development (Damon, Lerner, 2006, Pietrasinski,1990, Liberska, 2011). Restriction of activity can have negative consequences also for the subjective well-being of persons in late adulthood period (Wojciechowska, 2008). Contemporary studies on functioning in the period of late adulthood have indicated not only a possibility of compensation of certain losses, but a possibility of progressive changes (Baltes, Brim, 1984; Engle, Sędek., von Hecker, McIntosh, 2006). However, realisation of the latter possibility usually needs social support through a system of social care and education in a given society.

Large developmental potential lies in mutual relations between psychological, physical and social activities. At this point the great role of vitality in elderly people should be mentioned as it often has beneficial effect on their sense of well-being. The vitality in this period of life is maintained or stimulated by the engagement in different forms of physical and physico-social activity. Possibilities of such activity are offered by the Third Age Universities, voluntary services and other institutions (Ossowski, Ossowska-Zwierzchowska, 2007; Błachnio, Starostecka, 2011). The first Third Age University was founded in Toulouse, France, in 1973, thanks to the initiative of Pierre Vellas. In Poland, the first Third Age University was founded in Warsaw in 1975 thanks to the efforts of Halina

Szwarc (Chrapkowska-Zielińska, 2000). At present in Poland we have over 110 such universities. They are most often organised at the academic centres (state and private universities). Each year about 25 thousand people take part in the classes organised by the Third Age Universities. The interest in taking part in the courses provided by such universities is very high and sometimes the candidates have to wait for the enrolment. Participation in the courses addressed to persons in late adulthood can improve their cognitive functioning, development of new or earlier interests, development of new social contacts, emotions and physical fitness. People full of vitality seem to function better than those showing lower level of vigour. Functioning at a higher level of vitality also contributes positively to the sense of satisfaction with life.

The research question was if the level of vitality and satisfaction with life of people in late adulthood who participate in the Third Age University courses is significantly different than that in the people of the same age not participating in such courses. The study was performed on 76 persons aged 60 – 81. The criterion of choice was participation in the Third Age University courses (group 1) or not participation in such courses (group 2). All persons were inhabitants of the city of Bydgoszcz and lived in their own apartments or with families. The evaluation was performed on the basis of the Bydgoski Questionnaire of Vitality (BQV) and Satisfaction with Life Scale (SWLS) (E. Diener, R. A. Emmons, R. J. Larson, S. Griffin adapted by Juczyński).

Statistical analysis was based on descriptive methods. Distribution of results was studied by Shapiro-Wilk test. A correlation between the participation in the Third Age University courses and the level of vitality was verified by the Kruskal-Wallis test. The strength of correlations between the level of vitality and level of quality of life as well as the level of vitality and satisfaction with life was described by the Spearman coefficient r_s.

Statistical data on the level of vitality are given in Table.

Level of vitality

Variable	N	Median	Minimum	Maximum	Geometric mean	Standard deviation	Skewness	Curtosis
Vitality	76	84,00	37,00	181,00	77,46	37,26	0,74	-0,15

As follows from the results, the majority of respondents had a high level of vitality. The differences in this statistical variable between the persons from the two groups studied were found statistically significant ($H=46.20$, $p<0.001$). In the persons from the group participating in the Third Age University courses the level of vitality was almost three times higher than in those not participating in such courses.

No statistically significant differences between the groups with respect to sex and education were noted.

Statistically significant difference in the level of satisfaction with life, measured by SWLS was noted between the two groups studied. The level of satisfaction with life was much higher in the persons participating in the Third Age University courses than in those who did not participate in such courses, (Kruskal-Wallis test: $H=45.72$, $p<0.001$). No statistically significant differences between the groups were found with respect to sex and education, although the level of satisfaction with life was higher in women.

The strength of correlations was measured by the Spearman coefficient. Statistical analysis revealed a statistically significant correlation between the level of vitality and the level of satisfaction with life $R = - 0,83$, $p < 0.001$). The negative value of R means that the higher the level of vitality the higher the level of satisfaction with life, as – according to the tools used - the lower result obtained by BQV indicates a higher level of vitality and the lower result from SWLS indicates the higher level of satisfaction with life.

Results of my own studies permitted drawing the following conclusions. (1) There are statistically significant differences in the level of vitality between the persons in late adulthood participating and those not participating in the Third Age University courses. (2) There are statistically significant differences in the level of satisfaction with life between the persons in late adulthood participating and those not participating in the Third Age University courses. (3) There is a statistically significant correlation between the level of vitality and the level of satisfaction with life, i.e. the higher the level of vitality, the higher the level of satisfaction with life. According to the results, the persons in late adulthood who participate in the Third Age University courses reveal higher level of vitality than those who do not participate in such courses. The persons participating in the Third Age University make a specific group as their decision to enrol to such courses may itself indicate a higher level of vitality and interest in development of activity. It cannot be excluded that the low level of vitality of the persons who did not take part in the Third Age University courses was just the very cause why they did not enrol to such courses. However, in the majority of respondents the level of vitality was high. In view of that the lack of interest in the Third Age University courses may follow from the fact that the activity of these persons is directed to other areas, like e.g. taking care of grandchildren, work in the garden, travels, Senior Citizen Club activities, learning languages, etc. In general the results imply that persons in late adulthood are interested in their psychological and physical condition. The persons taking part in the Third University courses were also found to show a higher level of satisfaction with life than those from the other group. These results are in agreement with those obtained by other authors. Similar differences have been reported by L.Wojciechowska (2008) who studied the level of satisfaction in elderly women. It seems that particularly beneficial for high level of satisfaction with life are the contacts with other people in similar life situations and the sense of being an active member of society who has control of ones fate and takes care of oneself. Verification of this supposition would require studies on the sense of the locus of control in elderly persons.

In general, the persons who participate in the Third Age University courses show higher indices characterizing psycho-social functioning. However, it has not been resolved what is the cause and what is the effect, i.e. if the higher level of vitality and higher level of satisfaction with life stimulate the interest in the Third Age University or if the participation in the Third Age University courses stimulated vitality and increases the satisfaction with life. It is probably a two-way relation with a mechanism of positive coupling. Irrespective of the answer to the above question, a great positive significance of such institutions as the Third Age University in the life of persons in late adulthood period should definitely be recognised.

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UNIVERSITIES OF THE THIRD AGE IN POLAND (1975–2014): FROM EDUCATIONAL INSTITUTIONS FOR THE CITY ELITE TO A MASS MOVEMENT

T. Maliszewski
D. Apanel

The first University of the Third Age (hereinafter, UTA) in the world was founded in 1973 thanks to Professor Pierre Vellas and the academic environment of the French city of Toulouse. It was decided that the main goals must be as follows: improvement of senior citizens' quality of life by raising the level of their physical, psychic and social health; (2) providing senior citizens with educational programs in close cooperation with other groups; (3) studying senior citizens' problems and the conditions connected with functioning in old age; (4) creating gerontological educational projects, including those popularizing knowledge about age-related peculiarities in society[1].

The French idea of creating a new educational institution was adopted in Poland very quickly. Together with Belgium, Switzerland, Italy, Spain and Canadian Quebec, Poland is among the first countries of the world where a successful attempt to organize such an institution was made[2]. The first Polish UTA was organized in 1975 by the gerontologist Halyna Schwarz (1923-2002) after a personal meeting with P. Vellas. After that, she was also the only representative of the Central and Eastern European countries in the leadership of the International Association of Universities of the Third Age (AIUTA)[3]. The educational institution for seniors founded by her in Warsaw at the Medical Personnel Postgraduate Education Center was the model for all the UTAs created in Poland later. When other models of functioning for universities of the third age started appearing in the world besides those developed by Vellas, such as the British or American model, in Poland, thanks to Professor Schwarz, "her authority, knowledge and personal qualities, the Polish university remained faithful to the French model."[4]

Fourteen UTAs were created before 1990 in close cooperation with academic centers. At that time, those educational institutions were not yet universal. Back in the 1990s they were considered to be elite educational institutions in spite of the fact that their number began to grow[5]. Only during the last years of the 20th century did the numerical development of Polish UTAs begin to accelerate. According to estimates, nearly 400 institutions of that type function in

[1] Vellas P. Origines et objectifs des Universites du Troisieme Age, http://www.worldu3a.org/worldpapers/vellas-fr.htm (Access date: 20-02-2014).

[2] Formosa M. Four decades of Universities of the Third Age: past, present, future, “Ageing & Society” 2012, p. 2 (doi: 10.1017/S0144686X12000797).

[3] Czerniawska O. Międzynarodowe Stowarzyszenie Uniwersytetow Trzeciego Wieku (AIUTA) jako przykład stowarzyszenia działającego na rzecz ludzi starszych, “Ruch Prawniczy, Ekonomiczny i Socjologiczny” 1999, B. LXI, т. 1, p. 307.

[4] Czerniawska O. Uniwersytet Trzeciego Wieku, 30 lat działania. Przemiany, dylematy i oczekiwania w epoce ponowoczesnej. “Chowanna” 2009. T. 2(33), p. 108.

[5] *Stopińska-Pająk A.* “Szkoła starości” – być, aby się uczyć. “Chowanna” 2009. T. 2(33), p. 21.

the territory of Poland at present. About 100-110,000 students attend them.[1] Thus, in recent decades, the UTA movement has become a wide-scale and important social instrument of implementation of the idea of lifelong education among Polish seniors. The present-day Polish universities of the third age are thought to be "interdisciplinary centers of informal education providing an answer to the needs of an ageing society."[2] Such a spontaneous, uncontrolled development of UTAs in the 21st century made it necessary to improve the quality of those institutions, since it was accentuated that the word "University" has a special meaning in Poland. Many well-known educational institutions strive to obtain the right to use that name. We must do our best so that the Third Age Universities would meet the criteria permitting them to bear the honored name of "University" proudly.

In this connection, they strive to find a formula of Polish national certification of the entities wishing to be UTAs. E.g., back in 2003, within the framework of realization of the "Universities of the Third Age" program, the Jagiellonian University Fund put forward the idea of self-accreditation of individual centers according to which each form of "third age" people activity claiming the name of "University" must meet four criteria: (1) function for at least two years on the ground of a charter (this concerns the UTAs that have the status of legal entities) or have regulations (other UTAs) determining the principles according to which they carry out their activities, including admission of students; (2) have a signed assistance agreement with a higher educational institution; (3) have a Programs Board including a representative of that higher educational institution; (4) have a curriculum for the current year determining subjects and lecturers[3].

In recent years, serious attempts have been made to consolidate the universities of the third age movement in Poland. This increases the "political impact" of the UTAs. Thanks to it, they have become of late important partners in discussions on the subject of policy concerning senior citizens for the governmental and parliamentary circles. It should be noted that the general headquarters of the Polish UTAs have not been created yet. Two principal UTA organizations have been founded: the Polish National Federation of Universities of Third Age Associations, founded back in late 2007[4], as well as the fund "Polish National Agreement of Universities of the Third Age" founded in 2009[5]. Both the Federation and the Fund are engaged actively in propaganda of the universities of the third age movement in Poland, as well as in the Polish diaspora living abroad[6]. They publish their bulletins and take part in various forms of propaganda of forms of seniors' educational animation in society[7]. The attempts at developing the

[1] *Gołdys A.*, et al.. Zoom na UTW. Raport z badania. Warszawa, December 2012, p. 5.

[2] *Klimczuk A. K*ierunki rozwoju uniwersytetow trzeciego wieku w Polsce. "E-Mentor" 2013, No. 4 (51), p. 72.

[3] Kruk R. Samoakredytacja uniwersytetow trzeciego wieku: http://www.utw.pl/index.php?id=50 (Access date: 15-03-2014).

[4] Organization site: http://www.federacjautw.pl/.

[5] Organization site: http://www.fundacjaoputw.pl/.

[6] In December 2013, Polish UTAs were active in Austria (1), in the Republic of Belarus (4), in Lithuania (6), in Latvia (1), in Moldavia (1) and in Ukraine (in the state of organization) (2). See: Polskie uniwersytety trzeciego wieku w Europie. Polish National Bulletin of UTAs "Uniwersytety Trzeciego Wieku" 2013, No. 2.

[7] Some rivalry between Polish entities representing UTAs mobilizes the public, giving rise to interesting initiatives and benefiting the elderly in Poland.

standards determining the principles of the functioning of UTAs is an aspect of the UTA movement that merits attention.[1]

The communities of UTAs put high hopes on the Polish government's adoption of political decisions concerning seniors up to 2020, assigning a prominent role to those institutions, especially in education, preventive medicine and promotion of health protection "aimed at prolonging the 3rd age, i.e. the period of complete independence and normal psychophysical functioning of senior citizens."[2] This must bring about an increase in the significance of individual UTAs in local communities as important social partners for the *gmina*/city leadership in the realization of the "Prerequisites for Long-Term Policy in Respect of Senior Citizens in Poland for the Years 2014-2020."[3]

As we analyze possible directions of reforms of UTAs in Poland, it also seems inevitable in the nearest future that very soon Poland will start implementing the ideas of expanding activities at some universities of the third age with wide use of modern technologies and engaging those seniors in them whose health problems do not permit them to take part in the forms of studies developed by the traditional UTA model requiring personal participation. In all likelihood, thanks to the use of the Internet, radio and television, any physical and mental disabilities making it impossible for such people to leave their flats or nursing homes will cease to be hindrances preventing those groups of people from taking part in the education carried out by some UTAs.[4] This is why, in the not so distant future, TV UTAs or online UTAs must supplement the scope of educational services offered to senior citizens. And when, in their turn, such forms of educational work with senior citizens will be widespread enough, one can presume confidently enough that universities for persons in extreme old age will appear in Poland among the existing UTAs.[5]

As the founder of Polish studies of universities of the third age, Olga

PROFESSIONAL EDUCATION OF CONVICTS IN PENAL COLONIES OF THE TIMBER INDUSTRY IN THE CONTEXT OF DISTANCE EDUCATION

N. A. Molchanov

Chapter 2, Article 43 of the Constitution of the RF states: “Everybody has the right to education”. The degree of exercise of this right is expressed in the possibility of satisfying the person’s spiritual and social-cultural need for getting education. But not all citizens of the Russian Federation have the possibility of exercising this right for a number of objective reasons; in particular, there is a category of citizens having a special legal status that includes those sentenced to imprisonment. It should be noted that while serving their sentence the convicts are not deprived of the status of a citizen of the Russian Federation and, hence, of the right to education. As of January 1, 2014 the number of convicts in institutions of the Penal Enforcement System of the RF was 667,200 people, including 559,900 people serving their sentence in 730 penal colonies. The number of convicts in 127 penal settlements is 40,100 people. The real accessibility of educational services in the sphere of secondary professional education (SPE) and higher professional education (HPE) has a direct impact on the state of protection of their public and private benefits as it is education that can contribute to successful correction of the convicts and reduction of repetition of offences[1].

Until quite recently, the notions of “extramural training” and “distance learning” were practically not distinguished in literature. It seems to us that there has outlined a common understanding of these basic notions. First and foremost, we proceed from the fact that distance learning is a new form of learning that exists alongside with other forms of learning: full-time, extramural, external studies in the system of lifelong education. The major factors determining the distance form of learning are: (a) the distance separating the teacher and the learners, at least for the greater part of the training process; (b) the use of training resources capable of uniting the efforts of the teacher and the learners and to ensure assimilation of the content of the course; (c) interactivity between the teacher and the learners, between the administration of the course and the learners; (d) priority of self-control over control on the part of the teacher.

Like any other educational system, the organization of distance learning involves interaction between the teacher and the learners, among the learners within the frames of the accepted training concept. But like all the learners’ cognitive activity, this interaction takes place by specific means of Internet technologies or other interactive technologies. In implementation of educational programs using electronic training media, and distance educational technologies, the place of the educational activities is the organization providing the educational

[1] Молчанов Н.А., Вербицкая Н.О. Современные экономико-правовые аспекты развития профессионального образования осужденных в лесной отрасли Уральского региона // Фундаментальные исследования 2013. №11 часть 7.[Электронный ресурс] URL: www.rae.ru/fs/?section=content&op=show_article&article_id=10002634 (дата обращения: 18.02.2014).

activities (or its branch) irrespective of the location of the learners. It should be noted that the regulatory documentation for this category of learning convicts is insufficiently developed, and there are no steady notions. There is a need for concretization of the pedagogical staff of distance learning as applied to convicts in penal colonies fixing the principal differences in the organization of the training process in a penal institution and a usual higher educational institution. It is necessary to consider the principal notions of educational programs of higher professional education taking account the organizational, pedagogical and psychological specific features of the student body and special conditions of the activities of a higher educational institution in the penal system.

The distance technology of training of convicts is the process of training convicts using computer and telecommunication technologies under conditions of isolation of the learner from society within the frames of penitentiary treatment (depending on the kind of colonies: particular, tight, general, colony-settlement), which is regulated by the special legislation of the RF. The process of translation of the training information to the penal institution for the convict learner is agreed upon with the administration of the institution. *Distance learning of convicts* is a form of getting an education by convicts based on computer and telecommunication technologies in the conditions of regulatory restricted access to Internet networks, and translation of safe and secured information in interaction between the higher educational institution and the convict learner. *The information technology of convicts training* is a pedagogical technology using software and hardware in training of convicts, including the components that monitor, control and restrict the learner's activity.

In this report we focused on revealing the conceptual framework of distance technologies of professional training on convicts, and consider it most expedient as the content of these notions embedded in the content of organization of the technology of their training. For the timber industry (there are 14 forest penal institutions in the Sverdlovsk Region) such technologies will ensure additional development of human resources from among the convicts released from places of confinement.

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ONLINE LEARNING – BARRIER OR A CHALLENGE FOR DEAF AND HARD OF HEARING PERSONS

V. Radovanovic
J. Kovacevic

Online or web service learning (eLearning) presents the third generation of distance learning. Meeting the standards, relating to universal design, educational websites designed for a wider number of users can easily become a source of learning for deaf and hard of hearing persons and provide them with equal opportunities to acquire new and expand existing knowledge. Many authors state that Internet's advantage is the "friendliness" towards deaf and hard of hearing individuals, thanks to the way information is being presented (Eilers-Crandall, Adala, 2000).

The Internet is essentially a visual medium that supports the implementation of assistive technologies for the deaf and hard of hearing individuals and, thus, contributes to the fact that all the information is translated into a visual form in a way that suits the abilities and needs of deaf and hard of hearing persons. Educational contents should be structured so as to provide a clear overview of information and easy navigation through the program. Features of this model of learning are: rapid distribution of educational materials, the existence of hypermedia materials, interactivity, unlimited and secure user access (Radovanovic, 2003).

The organization of online learning is complex, requires the involvement of a number of experts in various fields and depends on many factors: the needs of the educational institution that organizes the learning model, the needs of its participants, the financial and technical capabilities. Educational courses, which are organized via the Internet, must contain a page with information about the course and the teacher, ways of communicating, teaching material, assignments and tests, literature and method of evaluation. Various synchronous and asynchronous tools are used in the eLearning. Synchronous tools include: video conferencing, teleconferencing, chat rooms, digital blackboards, software that helps distribute exercises at multiple terminals simultaneously, MOO and MUD, learning packages that allow for every teacher to incorporate their own learning content. Asynchronous tools include electronic mail, different types of web forums.

The decision on the selection of appropriate technology to be used in distance learning is not easy. Bates (2001) lists the following criteria that each educational institution should review before making a final decision: Acronym derived on the basis of these criteria is the English word ACTIONS: (A)-Access: the extent to which an appropriate technology is accessible to students? How flexible is it in relation to the corresponding target group? (C)-Costs: what is the cost of certain technologies? What is the price of each lesson per student? (T)-Teaching and Learning: what kind of learning is required? What instructional approach can best meet these needs? Which technologies will largely support this kind of learning and teaching? (I)-Interactivity and user-friendliness - what kind of interaction this technology enables? How easy is it to use? (O)-Organizational issues: what are the organizational requirements and obstacles that must be

overcome, in order to use the technology successfully? (N)-Novelty: how new and advanced is a technology? (S)-Speed: how fast a course can be organized with the use of the technology? How quickly it is possible to modify the contents?

In the implementation of distance learning, the use of technology is often being emphasized unjustly. With the help of technology, many obstacles have been overcome, especially those related to overcoming great physical distance. Nevertheless, the technology can not be an aim itself, but a means for achieving a certain aim, and that is to improve the quality of education. Technologies that can be used in the education of deaf and hard of hearing, based on their characteristics are: WWW site (rapid method for data distribution, the inclusion of hypermedia materials), videoconferencing (allows communication in sign language), digital blackboard (provides a visual representation of information), electronic mail (for users who are insecure when it comes to face-to-face communication).

Today, educational institutions are faced with new requirements relating to the universality of eLearning. It means that any form of eLearning (via telephone, television, video, computers, Internet) must provide equal access, equal use and equal effect. It is necessary to meet the minimum requirements when it comes to persons with hearing impairments: all audio information must be translated, the translation must be appropriate, easy to read and monitored as needed, volume control must be provided for good performance of the headphones or other hearing aid. These standards relate to the universal design of eLearning. In order to fully ensure equal opportunities for children with hearing impairments, an assistive technology, providing far greater opportunities, can be used.

At the Conference of European Ministers of Education, held in Heidelberg in 2007, eLearning was placed on the list of priorities of European Policy on Education. The need to consider the possibility of using eLearning to improve lifelong learning was highlighted. Most of our authors emphasize the importance and role of the Internet in lifelong learning (Mandic, 2001; Milosavljevic, Vukanović, 2000). In Europe, eLearning progresses at different rates, depending on the educational policy of each country. In some countries it is in its early stages, but somewhere it marked a significant shift towards more advanced forms of online learning, such as eLearning 2.0.

Online learning requires a certain level of information literacy, which involves selecting, processing and use of information. This form of learning is designed for independent study, which means that students need to be motivated. In addition to the cognitive areas, mostly insisted on in both traditional and electronic learning, it is important not to ignore the affective component of learning (Russel, 2005). Online education (eLearning) can be a pathway to social inclusion, which is often neglected, even in professional and academic circles. Constantly innovated, characteristics of information and communication and assistive technology resources for deaf and hard of hearing persons provide immense possibilities of implementing inclusion in all areas. Their role and importance is emphasized in the Convention on the Rights of Persons with Disabilities, adopted by the UN General Assembly in 2006.

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THE CONCEPTS OF LIFE JOURNEY, LIFE-LONG EDUCATION, AND MENTAL HEALTH

V. A. Rozanov
T. E. Reitarova

In contemporary psychology, the concept of life journey (life trajectory, life scenario) acquires a new tone and is filled with new meaning. From the point of view of the evolutionary approach, one can imagine that the life of mankind in the broad time range has changed substantially. As noted by Zimbardo, “Throughout the greater part of history, people hardly had any special choice of how to spend time. They used it to survive, first individually and then collectively.” Changes in life conditions change the style of man’s existence dramatically. In the process of increasing the complexity of the social sphere, the diversity of social institutions, the variety of interests, and possibilities, the life scenario becomes more individualized, and the role of normative components decreases. Life is no longer reduced to survival; there is a stronger individual search for opportunities for development. In accordance with this, increasingly more attention is paid to the concept of life trajectory. This trajectory may be partly predestined but substantially dependent on the individual cognitive, emotional and conative component. Predeterminacy depends on a number of reasons, mostly originating in early childhood. However, the line of life largely depends on the person himself, on his awareness of what happens to him and the desire to change something. In the contemporary information society, in which problems of mental and psychological health become quite relevant, the concept of life trajectory undergoes further development.

Education plays a major role in the system of values related to forming one’s life trajectory. It creates opportunities, and forms one’s personality and ideology, and has a considerable influence on how one’s life will be lived. This quite trivial thought acquires a somewhat different tone if we turn to the problem of life trajectory in the context of ideas about one’s mental and psychological health. From such positions this problem is considered in a study by a group of authors that linked such notions as the individual life journey, efficiency of education, psychological wellbeing, mental health and cognitive capital [2]. According to the widely known definition, mental health is the state of wellbeing whereby the person can unlock his/her own potential, cope with usual life stresses, work efficiently and fruitfully, enjoy life and make one’s contribution into the life of one’s community. A major component of mental health is cognitive efficiency (cognitive health). Recent years have also witnessed extensive discussions of the notion of psychic capital. Psychic capital is a resource accumulated throughout one’s life that includes both cognitive and emotional possibilities and abilities. It includes cognitive skills and savings, flexibility, capacity for learning, and individual efficiency in the process of education as well as emotional intellect. This also includes social skills and stress tolerance [2]. Thus, this is a broad notion covering key elements and dimensions determining the extent to which an individual can make his contribution to the life of the society, and, simultaneously, to what extent the individual can take advantage of the high quality of life. This concept has formed a view of success in society

from the point of view of material wealth, in which individual success and achievement have taken the leading place in the system of values as an attempt "to build-in" this individualism into a more general picture acceptable for society as a whole.

A considerable part of speculations are dedicated to the problem of individual development and the role of different stages of life in programming of its further flow (trajectory). They are based on the most recent neurobiological data describing the process of brain maturing, its plasticity, in the process of education, and non-uniformity of development of different structures during sensitive periods. Thus, according to the available data, the degree of development in childhood determines the IQ level in one's youth; the IQ level in one's youth influences the general cognitive functioning, short-term memory, verbal abilities and speed of processing information at mature age. In its turn, an active way of living with a high level of intellectuality, emotionality and broad educational interests in early periods of life is of great positive significance for cognitive functions at a mature age and in aging. Such predeterminacy is not rigid, of course. Thus, cognitive resource is dynamic and can be activated in different periods of life, which is exemplified by education for elderly people.

At the same time, as shown by numerous epidemiological data, the situation of mental health and psychological wellbeing is not improving in countries with good economic development for many reasons. All this leads the authors of the study to the conclusion that the strategy of activation of the psychic capital should be based on the earliest interventions possible. Education has a leading role in this strategy. It emphasizes the need to aspire to activation of broad layers of the population with regard to their understanding of the significance of development and preservation of psychic capital and mental health. This includes different individual skills and knowledge, in particular, the capacity for self-regulation, awareness of the value of education, and formation of a positive attitude to life-long education, and the ability to cope with loads and stresses, including various unfavorable life events. Simultaneously this should imply promotion of such forms of behaviour that would ensure a healthy lifestyle, protect against age-related decline of cognitive efficiency, and ensure higher productivity at an elderly age. The system of life-long education (continuous education) has the key role in this strategy, as it ensures both activation of the cognitive and psychic resource and activation (empowerment) of the personality, ensuring a relevant attitude to the very process of education. Moreover, all this system of views is inevitably built into the state policy, and becomes a component of competitiveness and safety in the contemporary world full of challenges and problems.

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NON-FORMAL ADULT EDUCATION IN HELSINKI

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The Finnish Adult Education Centre (AEC) of the City of Helsinki strives to maintain and to improve the ability of the adult residents to cope and to function in our changing society. The education given in the Centre is part of a process of lifelong learning based on the principles of liberal adult education. Accordingly, the Centre supports the development of the personality of individuals and people's ability to function in communities, thus promoting democracy, equality and pluralism. The Centre provides both general education and interest based studies, as well as promotes self-development. The vision of the Centre in 2020 is The Finnish Adult Education Centre will be an innovative and esteemed pioneer in adult education, while remaining close to people.

AEC in Helsinki was founded in 1913. It has grown to be the largest AEC in Europe in the field of liberal adult education. Appr. 75 000 people study at the AEC and the AEC gives 100 000 lessons every year. The AEC has 110 full time workers and 800 teachers paid on an hourly basis. The Courses are offered across Helsinki in premises specially planned for learning of adults. In 2011 the operating expenses amounted to 14 million euros. The Course fees cover approximately 13 % of all operating expenditure. The AEC is owned by the city of Helsinki and receives financial support from the Finnish government. The Act on Liberal Adult Education applies to the operations of the AEC.

The classes and lectures are open to all, regardless of place of residence or level of schooling. The course fees are equal for all. The minimum age limit is 16 years and there is no maximum age limit. The courses are offered in more than 20 different languages, crafts, visual arts, music, information technology, social studies, cookery, nature and environment, sports and also Open University. Other activities are public lectures, exhibitions and concerts, theatre performances and open learning spaces. There is also a library for teachers and students. The AEC is co-operating with universities in the field of teacher training. During the year 2011, the Centre organised appr. 4 400 courses and 300 lectures. Most lectures were given on topics related to social issues and literature. The largest individual field of instruction was languages (25 % of all instruction). Instruction in other fields was distributed as follows: visual arts (18%), textiles (13%), music (9%), information technology (8%), the Finnish language (7%), native language (Finnish) and literature (5%), cookery and household management (3.5%), people and society (3.5%), sports and exercise (3%), technical studies (3%), wellbeing and health (1%), others (1%).

The Finnish language instruction for immigrants accounted for 7% of all instruction. The immigrants were also offered instruction in social studies, information technology, languages other than Finnish, crafts and cookery and household management. The AEC also arranged groups where Finnish speaking people and immigrants were together. The overall student age distribution was as follows: 20–24 years (3.7%), 25–34 years (19.9%), 35–44 years (15.4%), 45–54 years (16.4%), 55–64 years (17.9%), and 65 years and over (25.1%). Women accounted for 77% of the students, and men for 23%.

The Centre is participating also in some national and international projects. One of the most important national projects is co-operation in capital region with other AECs. The result of this co-operation is the common enrollment system. The Ministry of Education and Culture has a program of study vouchers for seniors, unemployed and immigrants. The AEC has been able to give vouchers for hundreds of students. International EU-projects have included for example the following: The Learning Partnership Understanding the needs of older people, improving methods and creating new ones, the U.N.I.C project. It focused on the issue of increasing the engagement of both active and inactive older people (50+) onto lifelong learning. The AEC was also involved in other EU-projects, e.g. Intercultural Dialogue to Develop a European Identity among European Member States (I.D.E.A.S). The aim of the project was to find methods to improve intercultural dialogue between immigrants and the original citizens in European countries. The EU-project SLIC aimed to give senior citizens a possibility to develop their own skills and to find new possibilities in the period of retiring. Many of the employees of the AEC also participated in international conferences, training and events during the year. Many international and national groups visit AEC every year.

In Finland more than 1.7 million citizens (the total number of the citizens is about 5.4 Million) participate in different types of adult education each year. More than half of this number is made up of the working age population, and this figure is high also in international terms. The aim is to reach 60 per cent of the working age population participating in education by 2012 annually. To achieve this figure, the participation base needs to be expanded and the study opportunities of the population groups who participate the least must be improved. The goal is to increase the study opportunities of people with no vocational education and training or whose education is outdated, entrepreneurs, the staff of small and medium-sized enterprises, immigrants and people aged over 55. Adult education is designed to provide study opportunities for adults. It encompasses self-motivated education, staff training and labour market training. The Ministry of Education and Culture is responsible for self-motivated education, the Ministry of Employment and the Economy for labour market training and employers for staff training. Finland has a well-developed network of 330 non-formal adult education institutes. The network has been built along with the Finnish civil society since the end of the 19th century, almost 150 years. The folk high schools, the municipal adult education centers (originally worker's institutes) and the study centers of study associations are the oldest forms and provide the main part of the non-formal adult education. The summer universities (a sort of Open University) and physical education institutes are new comers in the network. It has been asked if all five forms of institutes are really necessary, but with their different backgrounds, histories, and profiles they perform different functions, and also reflect the pluralistic nature of the society. The non-formal adult education institutes set up their objectives independently and they have independent responsibility over the usage of the state subsidy. The essential features are the diversity of curricula, voluntary nature of participation and use of learner-based methods. Cultural studies – arts, music, handicraft and languages – are the most popular courses, followed by humanistic and education studies, and then social, health and physical studies.

PEDAGOGICAL POTENTIAL OF PEOPLE OF THE "GOLDEN AGE" IN THE PRACTICE OF LIFELONG EDUCATION

Yu. I. Sergeeva

In the Internet, one can find the essay of a third-year schoolgirl on the topic "Who is my Grandmother?" [1]. Some points of the text make you think about the urgency of the problem of the educational continuity of generations as an important component of the modern system of lifelong education. For example, I was touched by the following points in the text, "My grandmother is a woman who does not have her own children. She loves little girls and boys who are the children of other people. Grandfather is also a grandmother, but a man. They go for a walk with the boys, and they talk about fishing and other things... If they walk with us, they stop to look at all sorts of things, such as the beautiful leaves or a caterpillar. They never say, "Let us go quickly". When they read books to us, they do not miss anything and do not say that this story has been read already… Everyone should try to get a grandmother, because ***they are the only adults, who have free time for kids ..."*** This frankness of children made me think about the following questions: Do we need knowledge, experience and patience of our parents, people of the "golden age" (above 55 years) for education of our children, and how can we, the teachers, combine the resources of these two so different and so mutually demanded generations.

The tradition of educational continuity between generations is inherent for Slavic culture. Grandchildren have long been in the educational space of the older generation, only occasionally getting into the scope of attention of the middle-age generation, actively involved in the problems of physical survival and material security. From a historical perspective, our customs of family education only recently started to be broken down, since the beginning of the XX century, and 100 years later teachers more often talk about the problems in education of the schoolchildren. Unfortunately, the modern school system has also excluded people of retirement age, the same "golden age", from the active educational process. And today we are witnessing the negative consequences of this situation: generational conflict is manifested in mutual disregard and open confrontation, and sometimes in the aggressive rejection of each other's existence. The situation is exacerbated in cities, where we can observe the increased population density, fast pace of life, and bad infrastructure that heat the internecine hostility of pensioners and young people.

Globalization brings its own changes into the relations of modern generations. In the 1990s sociologists of the USA formulated a "theory of generations", the meaning of which was that life outlooks of different generations were different, and that they were formed at a young age, when children grasp the most effective and encouraged models of conduct, which they then, without noticing it, take with them for the rest of their lives. Based on this theory, now the individualists of the generation born before the mid-1980s are replaced by children born in late 1980s - early 2000s. The features of this generation are narcissism, laziness and unwillingness to become adults. However, the representatives of this

generation are the “advanced users” of everything connected with information technology. Thus, there is a natural change of generations: from a hard-working to a virtual one [2]. However, a good grandmother is still needed by our children. The Russian Orthodox Church, represented by Protoiereus A. Tkachev, commented on this issue: “We suffer from a lack of good grandmothers! We need a sort of Arina Rodionovna, who knows folklore, is not afraid of work, is always busy, who can cook something that you will not be able to cook yourself, who could tell a story, a parable, a legend. Grandmother is an irreplaceable person!” [3]. It turns out that keeping the gap in educational continuity of generations, we contribute to the fact that in an age of unification of cultural features our children rapidly lose the signs of national identity.

From the standpoint of the theory of “social communities”, the viewed generations, despite considerable age, cultural and social differences, have a number of mutually complementary resources, the knowledge of which can help to build the logic of lost communication [4]. Thus, for a comparative analysis, we selected the following resources: free time and skills, and social connections. Let us consider these resources in application to the generation of schoolchildren and people of the “golden age” – pensioners (see Table). Let us immediately explain that we consider a typical schoolchild and a pensioner, who currently have a rather inactive life position.

Resources of pensioners and schoolchildren

Resources	Pensioners	Schoolchildren
Free time	Excessive. Is spent for self-service and improvement of health	Excessive. Is spent for games and leisure time
Knowledge and skills	There are multiple and deep labor skills. They do not understand very well the available technical opportunities	Practically no labor skills. They know modern technical innovations very well
Social ties	Few, but real. They communicate with a narrow circle of real people	Many, virtual. Many virtual friends, few real friends

Thus, we have two age categories that are in need of pedagogical impact for the purpose of approximation and exchange of insufficient resources. Interaction of these age groups in the educational purposes is necessary for the system of lifelong education also due to the reason of the expected positive effect of reducing the educational burden laid on the supervising teachers and teachers of a particular subject, who are often young and inexperienced specialists. The school system of the post-Soviet space has accumulated a lot of interesting technologies to work with parents over its history. First of all, we can speak about the extensive database of families, which is collected under the guidance of a supervising teacher annually. Unfortunately, the potential of parents in the school educational system is underutilized, not to mention the potential of “golden age” people.

We can propose the following algorithm for the organization of pedagogical interaction of polar age groups within the educational system (it should be noted that initiative should still be taken by school teachers). Of course, it involves collection by teachers of quantitative and qualitative information about our

grandparents, revealing their age, physical and pedagogical features and capabilities. The next step includes development of proposals for cooperation with the school as part of the cultural, geographical and social environment, which is typical for the neighborhood of the school. The next stage includes organizing and conducting a meeting of the teaching staff of the school with those who responded. Then there is a conversation, discussion of ideas and opinions, "brainstorming", searching for interesting areas of cooperation, development of strategy and planning of work. At the next stage – organization of a meeting of those who wished to cooperate, with representatives of the school staff, the generation of ideas, joint planning and holding events. It should be noted that such cooperation should be based on the conditions of an open respectful dialogue among all participants.

A conversation and communication should be the basis of cooperation of the modern system of education with “golden age” people. Nowadays both our dear grandmothers and grandfathers and our children lack simple communication between people, and the opportunity to communicate “eye to eye”. Our children can be taught how to do this by our grandparents, who can tear their eyes and souls from modern gadgets and computers, broadcasting traditions completely alien to our culture, as well as to appreciate and cherish time, be patience and careful, respectful and thorough. Children also can teach our parents to be modern and in demand, which is important and necessary. School teachers, as modern educational space managers, can help these two so different generations. I think they have something to learn from each other. They only need help to meet.

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INCLUSIVE TEACHING AND THE BIO-PSYCHO-SOCIAL DEVELOPMENT OF CHILDREN WITH INTERPERSONAL COMMUNICATION DISORDERS

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M. Markowska
G. Nowak-Starz

Introduction

Speech disorders may affect not only the psychological and social adaptation of a child, but also cause maladaptation to learning at school. Sensory disability, and in a sense this is how speech disorders could be treated, causes inhibition of a child's activity and their ability to participate in the life of their class at school. A schoolchild with speech defects or one that stutters can feel worse than their peers due to the impaired ability to communicate, which in turn has the effect of not being able to meet their psychological and social needs, becoming a source of stress.

The goal of the presented research was to establish the connection between morphological development, school results and social activity at school of children with interpersonal communication difficulties caused by speech disorders.

Material and method

The research was carried out in the school year 2012/13. 1843 children aged 10 were studied, pupils of 3rd year classes in elementary schools both in the urban and country environments. In the researched group 1731 children did not have speech disorders and 312 did. In the overall number of 312 pupils with speech disorders 185 (75,89%) of them were boys and 127 (24,11%) girls. Amongst the pupils with speech disorders two distinct groups can be singled out, depending on the type of impediment: 47,4% of the researched consisted of stuttering pupils, 44,6% had articulation impediments and 8% were counted as the "other" group.

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on average 1,88 kg less than girls. Examined boys were also shorter (2,65 cm on average) than girls. The measurement of chest circumference also indicates the difference of 0,96 cm in favour of girls. The fact that generally results of children with interpersonal communication disorders are worse than those of children who do not have such problems confirms differences in development of morphological features in children exhibiting emotional problems. For boys these differences amount to 2,48 cm in height, 2,29 in body mass and 1,09 in chest circumference. As far as girls are concerned smaller differences between mean results of girls without and with interpersonal communication disorders were observed. The latter ones were smaller (0,7 cm), their body mass was lower (0,74 kg) and their chest circumference was smaller (1, 22 cm). These results have important statistical significance as they evidently indicate that differences between results are much more visible in the boys group than in the girls group.

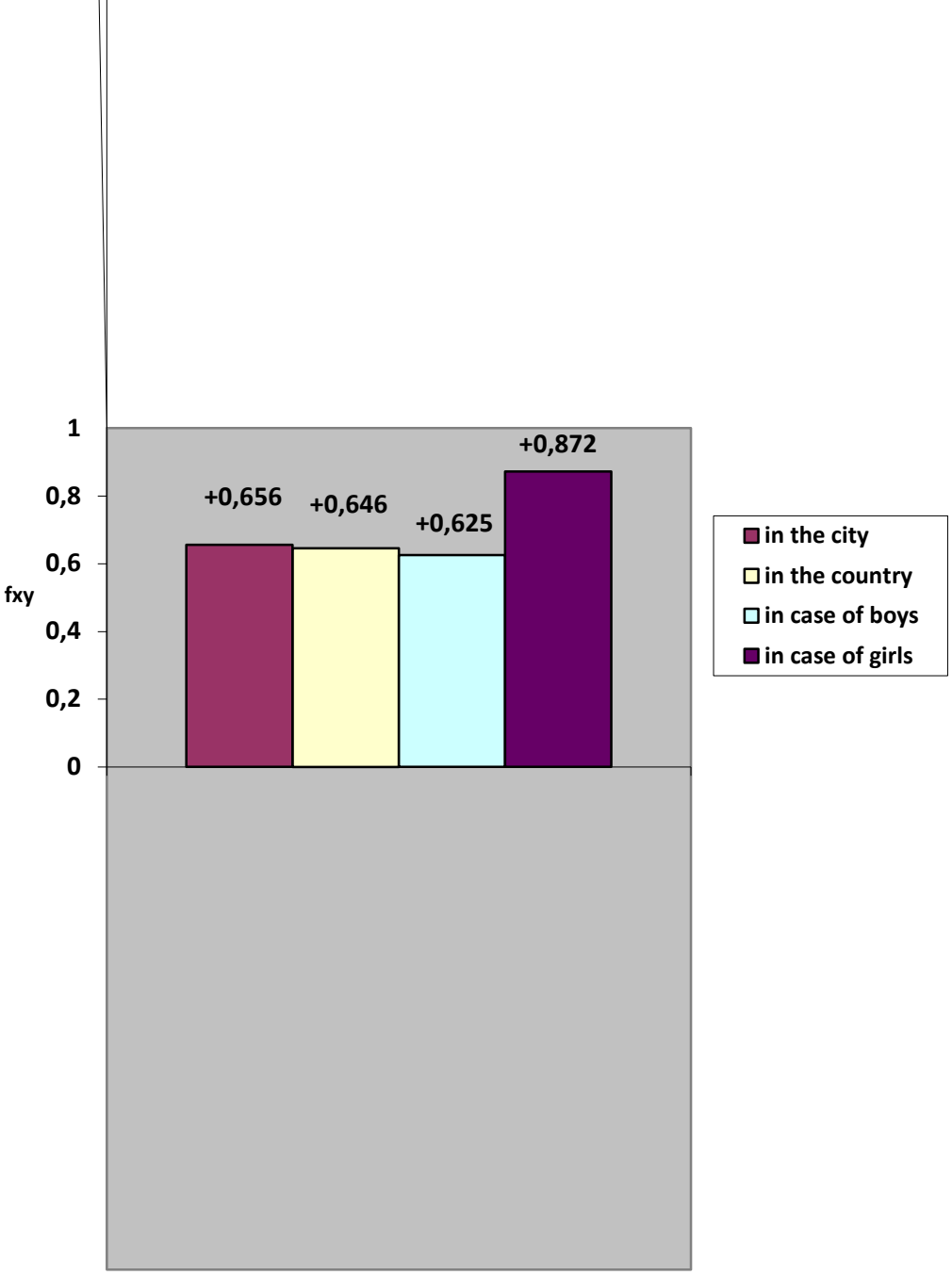
Analysed morphological features show how the examined group of boys displaying emotional disturbances differs from their peers, who do not have such problems. As far as height is concerned the difference amounts up to 2,48 cm ($p< 0,02$), body mass 2,29 kg ($p<0,01$) and chest circumference 1,09 cm ($p< 0,25$).

The examined childrens' results in learning

One of the aspects of a school's pupils' adaptation to school conditions are their results in learning. Very good results in learning increase the level of social acceptation (especially in lower grades) and a pupil's score for high rankings in a team. A pupil with very good and good notes in school has an easier social contact in the school environment. This in effect leads to the shaping of a positive attitude towards the surroundings and a better adaptation. School notes are moreover the basic criterion of mutual relationships between teachers, pupils and parents. A belief has taken form among different social groups that a pupil, who is learning appropriately is fulfilling the tasks that are set upon him by the family and school. Those achieving very good results in learning receive respect at school and at home, and at a lower level of teaching also among peers.

Apart from simple analyses, correlation relationships between average notes in Polish and Mathematics of children without disorders and with interpersonal communication disorders were examined. It was assumed that if the examined with disorders have difficulties in learning Polish then the correlation relationships between arithmetical averages of these childrens' notes will be lower than those of children without disorders. The Pearson's r_{xy} correlation coefficient for averages of notes in Polish and Mathematics of pupils of 3rd grades without disorders equalled: $r_{xy} = +0.913$, which indicates a very high correlation, that is a very certain relationship. For children with speech disorders this coefficient equalled: $r_{xy} = +0.668$ (a moderate correlation, a significant relationship). The relationship of significant notes from both subjects is higher for girls: without disorders $r_{xy} = +0.925$ and with disorders $r_{xy} = +0.872$. For boys: without disorders $r_{xy} = +0.908$ and with disorders $r_{xy} = +0.625$.

The figure below shows correlation coeficients' values of notes in Polish and Mathematics of pupils with interpersonal communication disorders with division by class, environment and gender.



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ACCESSIBILITY AND QUALITY: LEADING PRINCIPLES IN LIFELONG EDUCATION FOR SPECIAL NEEDS PERSONS

M. F. Solovyova

Legal, normative and methodological acts often resort to the concept of *inclusive education* as that for *physically-limited persons*. The research literature mostly operates with the term of *special needs persons* to protect such people in the course of their adaptation to the environment and adaptation of the environment to such members of our society in different spheres of life.

The issue of education of special needs persons was dwelt upon (1) at the international level, viz. in the *Convention on the Rights of Persons with Disabilities* ratified by Russia in 2012, and the global initiative *Child and Youth Friendly Cities* of the UN International Children's Emergency Fund (UNICEF); (2) at the Russian level by the Federal Law *On Education in the Russian Federation*, where Art. 79 is particularly dedicated to education of physically-challenged persons. In addition, the issues of lifelong education of physically-challenged persons were mentioned in the requirements to continuity of preschool, general and vocational training, educational programmes, special teacher training and other normative documents. It is important to emphasise that though the necessity to adapt educational programmes has been proclaimed at the legislative level, there is still no mechanism of adaptation to the contents of the general-education standard.

Accordingly, the problem of the principles of lifelong education is unsolved, the most important being accessibility and quality, which were clearly pointed out as priorities in the educational initiative *Our New School* of the *National Children's Action Strategy for 2012-2017* (Presidential Decree dated June 1, 2012). At the same time, it is necessary to note some positive features in the contents of the normative acts contributing to implementation of these principles. In particular, the Federal Law *On Education in the Russian Federation* stipulates measures aimed at provision of accessibility and quality of education. They are: (a) building new educational institutions; (b) legislative consolidation of the legal mechanisms implementing the rights of invalids and physically-challenged persons for their introduction into the existing educational environment at the level of preschool, general and vocational training; (c) assurance of education quality etc. In particular, the national report on implementation of the educational initiative *Our New School* for 2013 mentions that the ratio of disabled children studying at home through remote educational technologies to the total number of disabled children with an indication to study at home is 47.76%.

However, specialists in pedagogics and psychology as well as heads of inclusive-education organisations state that society lacks harmony in understanding quality and accessibility principles. Russia experiences two tendencies in understanding the conditions to attain inclusive-education quality: creation of a purposefully-adapted environment for special needs schoolchildren and adaptation of such children to comprehensive schools with a view of their full-fledged socialisation. Recently, a third position is becoming increasingly more popular: integration of socialisation and individualisation on the basis of the

methodology, theory and practice of Support Pedagogics (N. N. Mikhaylova, S. M. Yusfin), which suggests that the point is not so much the environment, but the situational relations invoking these or those tactics of interaction between the student and the adult (protection, help, assistance, agreement). The experience of introduction of the Support Pedagogics theory and practice in the inclusive-education system has become wide enough both in our country and abroad. An advantage of this approach is that there is no need for any material accessories or technical aids to solve the problem. The focus is on a specific pedagogical process and a specially-trained teacher, viz. a tutor.

Equally important is coordinating the very principles of inclusive education, the focus being on accessibility and quality. Having considered the essence of quality of inclusive education and the principle of quality, we are now turning to the principle of accessibility. Under the conditions of inclusive education, the principle of accessibility can be optimal in terms of differentiation of access of special needs persons to education: the parents and the children themselves can choose the environment that is more comfortable for their self-development, as well as the forms and methods of training, including remote, electronic or individual education. As a result, the priority can be the context of real mutual relations and accessibility of its change for any and all.

Traditionally, there are eight principles of inclusive education: (1) the value of a human being does not depend on his/her skills or achievements; (2) every person is able to feel and think; (3) every person has a right to speak and be heard; (4) all people need each other; (5) adequate education can only take place in the context of real mutual relations; (6) all people need peer support and friendship; (7) for all students, progress comes in what they can rather than cannot do; (8) diversity reinforces all aspects of human life.

The above-stated was confirmed in the Salamanca Statement on Principles, Policy and Practice in Special Needs Education (Salamanca, Spain, June 7-10, 1994), viz.: (a) every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning; (b) every child has unique characteristics, interests, abilities and learning needs; (c) education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs; (d) those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs.

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FINNISH AGULT EDUCATION CENTRE – NEW RESPONSIBILITIES IN THE CHANGING WORLD

V. Torvinen

Anticipating the danger of the free market economy, mass unemployment and increased social inequality, Finnish national philosopher Johan Wilhelm Snellman (1806-1881) in his works considered enlightenment as the most efficient way of fighting the future threats. He saw the priority tasks of the government to be giving citizens guarantees in the field of education and enlightenment. According to Snellman, at first it was necessary to create national spirit, and only then – the state structures.

The Adult Education Center of Helsinki provides adult residents of the city real opportunities to join cultural life, to acquire a variety of knowledge and skills, and do what one likes to do, for example, to participate in performances of the folk theater, visit a painting studio, etc. The Adult Education Center of Helsinki is a brave and dynamically developing institution for adults, which responds creatively to changes in society. The main courses offered include: languages (29%), visual arts (19%), crafts (16%), music (8%), computer science (7%), physical training (5%), diet and a healthy lifestyle (4%), literature and the performing arts (4%), social studies (4), Finnish language (3%), other (1%).

Nowadays, the activity of the Center fits into the perspective of development of the state policy in the field of education and civil rights. And this activity is directed not only at the problems of today, but also towards the future. In our activities we aim to answer many questions of today and tomorrow, including:

(a) *equality*. Whether the activity of the Center is aimed at achieving equality and whether it will consider its implementation to be the most basic starting point of its activities?

(b) *traditions*. Whether the Center recognizes the diversity and contradictions of its traditions, and whether it will turn them into a force counteracting the depleted monovalent mainstream?

(c) *trinity of good life*. Whether the Center will seek its goals in the areas of citizenship, education and a collective way of life, and whether it will resist the excessive focus on work?

(d) *identity*. Are employees of the Center aware of the fact that the discussion about the identity of free educational work is part of the protection of their interests?

(e) *changes in the cultural sphere*. Will the Centre consider the leading role of culture in every sphere of activity, while preserving its national identity and not adapting to the conditions of an alien culture?

(f) *quality of activity*. Will the Center accept achievement of a high level of quality of its activities as an important indicator for its evaluation?

(g) *research*. Will the Center include research in a new form into the set of tools, with the help of which it will ensure its dynamic development?

(h) *student*. Will the center study the basic needs of its students, and will it prepare its curricula according to their needs?

(i) *The Center and the state of universal well-being*. In the Nordic countries the formation of a democratic state of universal well-being and free educational work previously went side by side. Will common destiny of the Center and the state of universal well-being be preserved in future? How will the Center take this into account, preparing for a meeting with the future?

Factors of environmental changes. Factors of changes in the environment, namely, changes in the labor market, escalating competition in the education market, an aging population, changes in the structure of students, development of Helsinki, new technologies, globalization and internationalization, and the load on the environment make their own adjustments to the prospects of the Center's development. And all these factors must be considered in the planning of the Centre activity for the coming years and for the long term perspective.

Challenges of the future. Let us consider two groups of challenges. (1) Challenges for teaching: (a) higher degree of training of students; (b) rapid development of network pedagogy; (c) teaching becomes like mentoring; (d) growing demand for equipment of the training areas for adult education. (2) Challenges for a student: (a) polarization of society; (b) a student is transformed from a recipient of knowledge to its creator; (c) growing demands for taking into account identity in teaching; (d) growing heterogeneity of the students; (e) social interaction, joy from learning and well-being of a student as a strength of the Center.

Let us dwell briefly on issues of civil education and its key skills in lifelong learning. Let us specify these key skills: communication in the mother tongue, knowledge of one's native language, critical and constructive dialogue when dealing with other people, communication in foreign languages, intercultural understanding, respect for cultural diversity, mathematical literacy and basic literacy in the natural sciences and technology, an ability to develop and use mathematical thinking to solve problems of computing in everyday life, possession and critical use of technologies of the information-based society in work, an ability to search, to collect, to process and to use information critically and systematically, social and civil skills, participation in civil activities, personal and social well-being, initiative and entrepreneurship, creativity, innovations and risk, ability to work both individually and cooperating in groups, etc.

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EXTENDED EDUCATION OF ADULTS IN THE CONTEXT OF LIFELONG EDUCATION

L. A. Trigubova

The extended education of adults (hereinafter EEA) is defined in the Code of the Republic of Belarus on Education (Chapter 50 , Article 240) as “a kind of further education, aimed at the professional development of a student, a trainee, and satisfaction of their cognitive needs.” There are twelve educational programs of EEA, which can be arranged by both specialized EEA institutions and by higher educational institutions. In the latter case, the extended education from an organizational standpoint is based on primary higher education, its personnel and scientific potential, and its material and technical base. The inextricable link between higher and further education is explained by the fact that the advanced training institutions and retraining institutions are structural units of the universities, which means that the quality of the extended education is provided by the quality of teachers of a university, in the absence of specially trained andragogy personnel – professionals working with adult audiences. Close and indissoluble unity of higher and further education is logical, as extended education continues out of higher education, at the same time we should note that historically, more attention was paid to the system of higher education than for example, the system of advanced training and retraining of staff, which for a long time were in the position of outsiders. We should note that the period of higher education is 5-7 years, whereas a specialist needs to improve his/her professionalism over the next 30–35 years of his/her activity.

The extended adult education in Minsk State Linguistic University is largely organized by its Institute of Advanced Training and Retraining (hereinafter IATaR), which was founded in 2008. Students are represented by foreign language teachers of higher and secondary specialized educational institutions, teachers of institutions of general secondary education, managers, and specialists mastering the content of various educational advanced training programs in ten foreign languages.

Let us analyze how the essential functions of extended adult education are implemented in the educational context of teaching foreign languages. The function of compensation involves providing relevant information to specialists and the formation of language skills that were not received by them in the process of obtaining higher education. The function of restoration involves the reproduction of knowledge and skills that have been lost or forgotten over the course of professional activities. This is particularly noticeable, when due to a number of reasons (lack of self-education, age-related features of memory, and realization of a limited amount of linguistic knowledge in professional work) some specialists “lose” active knowledge of a foreign language. It is known that practical language skills tend to be lost over the years, in cases of insufficient or irregular use. The function of correction involves correcting and even breaking the stereotypes in the study of a foreign language. Extended education also has the function of distribution of innovative ideas and teaching experience in educational practice, the function of implementation of the advanced social and information technologies of

teaching, and the function of feedback, which involves identifying and systematizing the needs of professionals in extended education and its content. Thus, by means of implementation of the above functions, the extended education of adults, which is developing on the basis of interweaving of spiritual, economic and other needs of people under the influence of external and internal motives, has a purpose to fulfill a social demand for highly skilled professionals with high level of proficiency in a foreign language and its active use in professional activities.

It should be noted that there is a number of contradictions in the organization of extended language education. Here are some of them, identified on the basis of experience in this area: (1) between the need to approach EEA from the standpoint of future needs of language education, and the approach focused on current, often limited, needs of professionals; (2) between the conditions in which training is carried out, and the conditions in which the knowledge gained will be used; (3) between the needs and expectations of professionals in learning a foreign language, and the real effectiveness of educational programs; (4) between the rapidly aging regulatory framework and the need for changes to reflect and anticipate the existing conditions of organization of the educational process; (5) between the need for organization of broad theoretical developments on the issue of extended education, and its actual elaboration; between the need to consider the psychological and pedagogical features of working with adults, and the often traditional influence upon them by analogy with the students; (6) between the need for specialists knowing the technology of adult education and lack of special training of andragogy teachers; (7) between the complexity of work with adult audiences, and the lack of public recognition of such work.

Organizers of extended education of adults in the Minsk State Linguistic University are in constant search for new forms and content of educational programs to meet the educational needs of professionals in various fields in a changing socio- economic and educational situation in the country. They develop and test the innovative in terms of content and flexibility of form of educational programs, which more and more take into account the requests of professionals, their sponsoring organizations, and society as a whole, which give consumers a wide selection to fit their specific profile, professional experience, and degree of knowledge of a foreign language, and which can really positively affect the future professional activities of specialists. There are positive changes in the attitude towards extended adult education on behalf of faculties, departments and other departments of the University. It is starting to be seen as one of the priority areas of education, in relation to which the originally received higher education is understood as its basic condition and prerequisite. In connection with the expansion of the scope of activities, leading experts of the University are invited to take part in the organization of extended education, authors of curricula, educational standards, and national educational systems. Cooperation with the departments of the university is becoming closer, because along with participation in the implementation of IATaR educational programs for teachers in the country and specialists of different sectors of the economy, the departments are interested in maintaining the linguistic and methodological qualifications of their teachers, which is also carried out in IATaR of Minsk State Linguistic University.

Analysis of the relationship, interaction and mutual influence of higher and extended adult education allows us to make the following conclusions: (a) EEA is a more flexible system that responds quickly to user requests; (b) EEA is constantly searching for new forms and content of educational programs, where they are being actively tested; (c) in EEA, special attention is paid to the development of strategies and techniques of autonomy and self-education, the differentiation of education, and development of reflection; (d) educational programs of EEA become a kind of platform, where practitioners master new technologies, and university scientists find customers for the implementation of their scientific developments; (e) EEA actively exercises an external function of the University, making a contribution to the further improvement of its credibility in the country.

We are witnesses to an important global trend - the increasing role of the extended education of adults as a part of lifelong education. The emerging improvements in the assessment of its role in the Republic of Belarus help us to hope for its achievement, by this system of a qualitatively new status. With its own strategy, this type of educational activity becomes a condition and a leading factor in the development of education as a whole, developing the authority of lifelong learning as a guarantee of sustainable development.

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MANAGING EDUCATION OF ADULTS AND THE UNEMPLOYED IN VOCATIONAL COLLEGES

B. Tursunov
Y. Zhamolova

Uzbekistan has more than 1,500 vocational colleges, many of which boast state-of-the-art equipment. In addition to core activities, their charters provide for these colleges to offer educational services to adults as one of the forms of continuing education. Adult education has its own features that differ it from school and vocational education. Therefore, adult education workers should have certain skills enabling them to work with adults.

Vocational training of the unemployed is one of the main areas of a proactive employment policy. It is aimed at matching supply to demand for professions and qualifications that are required by the labor market. Usually this concerns additional vocational education. There are three possible options: (1) vocational training, i.e. in fact initial training; (2) retraining in another profession or occupation; and (3) upgrading one's skills in one's current profession, occupation or business. Special educational programs are developed for unemployed people, taking into account their level of education, age, gender and social status. Training should provide them with new knowledge and skills, and give them an opportunity to successfully develop a new profession in line with their individual needs and capabilities. One of the major tasks to be done by specialists who work with the unemployed is to create a friendly atmosphere of success to facilitate the activation of internal resources and help learners to restore their confidence in themselves and their capabilities. Those who teach adults should act, to some extent, as a psychotherapist, making the learning setting psychologically optimistic.

When organizing the learning process, you should remember that the unemployed are individuals of different ages, and differ in terms of their level of education, professional training, physical and psychological status. Thus their life experiences vary. Therefore we can identify a few groups which should be offered different courses, forms and methods of training. The first group includes people aged 16 to 25 who have good theoretical knowledge, vocational or higher education, but no work experience (these are school graduates who failed to enter educational institutions to continue their studies, or graduates from colleges and universities). The second group are unemployed people aged 25 and older who have certain professional skills and either are sent for training by their employers or employment and social security centers or join training programs by themselves. The third group includes people seeking to start their own business (small and medium-sized entrepreneurs and farmers) and those preparing themselves for being self-employed. The fourth group is people with health problems who cannot find job in the open labor market and people with restricted work capacity. When making up these groups, you should pay attention to the candidates' previous education and professional experience. It should be taken into account that people older than 45 to 50 years of age sometimes experience difficulties with acquiring knowledge and skills in some professions. People with restricted work capacity not

only require special attention, but also an individual approach in training. Instructors will have to allocate some of the training time for working with such students, and this may affect the training results for the other students. Therefore it is advisable that the number of such students in a group not exceed one or two. If possible, it would be better to offer them an individual training course. Work to make up training groups should adjust curricular and training programs to meet students' wishes and take into account their level of theoretical knowledge and experience applying practical skills, as well as requirements of employers, by carrying out a preliminary questionnaire survey and tests among the students to find out their current level of professional training. It should be taken into account that when trained in the form of traditional lectures involving a one-way transfer of knowledge from the teacher to the students with the latter acting as passive listeners, the unemployed learn 20 to 30 percent of the learning content on average. Therefore it is necessary to use different methods and forms of training, such as discussion lectures, business games, roundtables, brainstorming, discussions in groups, seminars, laboratory work and hands-on methods. The use of various active forms and methods of training not only increases interest in knowledge and aspirations to enhance it, but also requires that students exhibit a high level of professionalism. It should always be kept in mind that regardless of age, education, professional and life experience of the unemployed, the main feature of adult education is that sessions must be built on the principles of democratic communication.

When teaching unemployed adults, focus should be placed on their acquiring professional skills in the first place. Therefore, training should be provided using the most intensive program, with a lot of self-guided work. Due to differences in age, education level, life and practical experience, and depending on the area, forms and methods of training, both traditional and non-traditional forms and methods of examination should be used.

The goal and result of professional training of the unemployed is not so much to ensure that they gain new knowledge and skills as to build in them a motivation to learn a new profession and to identify their ability to determine and successfully go on their own way of developing a new profession in line with their individual needs and capabilities. Thus, a major function of professional retraining of the unemployed is to create optimal conditions for the development of their personal ability to socialize and actively adapt to a new socio-economic environment and social interactions.

DESIGNING OF LIFELONG EDUCATION AT UNIVERSITY

V. A. Chistousov
L. A. Kazantseva

The introduction of a new generation of educational standards and transition to the subject - subject model of interaction, causes a necessity to design the educational process at university in the context of lifelong education. Characterising lifelong education, A. M. Novikov underscored that it should be provided by (a) the possibility of multidimensional movement of a person in the educational space; (b) provision of optimal conditions for the multidimensional movement of a person [1]. Sharing that point of view, we have to mention that nowadays, the didactic aspects of designing an educational process providing the multidimensional movement of a person in the educational space, have not been well-developed yet. To prove that, we analysed the syllabi and the curricula of subjects in a number of universities. In particular, the didactic tools linking the similarly-named curricula of the bachelor course with the master course have not been sufficiently covered in teachers' guides. The issues of consistency of curricula of the master course and the postgraduate course have not been developed yet. The conditions of linking the basic and the extended curricula provided by universities have not been justified yet.

In our opinion, the provision of multidimensional movement of a person in the educational space should be stipulated by the curricula at the stage of systemic designing of the educational process at university. Some of its elements are briefly characterised below.

1. The analysis of economic activities that the university is dedicated to, systematisation of possible occupational paths, features and conditions of career advancement (professional standards). 2. Systematisation of training guidelines and profiles, i. e. the economic activities that they are dedicated to, a list of possible educational and occupational paths they provide, the differences between the training profiles in their goals, contents, technologies and resource support. 3. Systematisation and specification of the competences stipulated by occupational and educational standards, i. e. competence ranging, optimisation, minimisation, cluster creation.

4. Stipulation of the structure of competences, and the sequence and extent of their development for different educational levels and curricula, i. e. designing of feedthrough semantic lines serving as didactic tools providing linking and consistency of similarly-named curricula of different levels, the logic of development of competences within the framework of particular curricula. 5. Identification of possible contents and designing of optional syllabi and optional subjects, which would enable the graduates to manoeuvre within an economic activity, or move to the adjacent industry, or turn to a radically different economic activity. 6. Stipulation of semantic joints when designing particular basic curricula to provide integration, interdisciplinarity, and intermediate control of the competence development extent, linking with other curricula, both basic and extended, i. e. those dedicated to both adjacent industries and economic activities and non-

adjacent ones. 7. Systematisation of the extended curricula provided by the university (improvement of the faculty's professional skills as prescribed by professional standards, justification of didactic tools linking extended curricula with basic curricula, as well as identification of local regulatory and organisational possibilities of their parallel studying).

The optimal conditions for the multidimensional movement of a person in the educational space of university can be provided by the development of student-oriented information portals and navigators on the curricula, provided by the university for economic activities, and branches of knowledge; refusal from the minimum of academic calendar templates applied at a particular university to enable parallel studies of two basic curricula; provision of a potential to study some extended curricula in parallel with the basic curricula by introduction of an Extended Education Day into the academic calendars.

It is important that implementation of these provisions intended for lifelong education of learners will be insufficient, without the organisation of a system of continuous in-house training of university teachers, as suggested by us in [2], and including special, professional, pedagogical and corporate components.

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CONTINUOUS EDUCATION OF THIRD AGE PEOPLE AND THE WORLD WIDE WEB

N. N. Shestakova
E. I. Krasavtseva

It has been substantiated many times that an avalanche-level increase in the volumes of information incidental to the present period in the development of mankind does not permit the majority of our contemporaries to exist and function throughout their whole lives and be satisfied with an education that was obtained once in a lifetime (as a rule, in their youth). A person must permanently renew and replenish the amount of knowledge he or she has accumulated in order to perceive the events and phenomena occurring in real life and react to them adequately. This process should be viewed as taking place within the framework of the concept of continuous education that is known worldwide. In this connection, for example, the Hamburg Declaration on Adult Learning states: "Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge <…> or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both formal and continuing education, non-formal learning, and the spectrum of informal and incidental learning available in a multicultural learning society where theory- and practice-based approaches are recognized.[1] This thesis is applicable to the category of third age people as well.

However, the introduction of this population group to the Internet has its own specific features. Representative information about the accessibility of the Internet to third age people can be obtained from the results of the All-Round Survey of Living Conditions of the Population (2011)[2]. For example, only every sixth person belonging to the "above working age" category (17.4%) is proficient in operating a personal computer (for reference: in the group of young people aged 16–29 – 89.8%), among them 14.6% of men and 18.4% of women, and only 15.3% have an opportunity to access the Internet (among them 14.8% of men and 15.5% of women). Traditionally, city residents are more advanced in this respect than country dwellers: 13.9% vs. 8.6% as far as computer skills are concerned and 13.3% vs. 6.9% as far as Internet access is concerned.

The most popular goal of accessing the Internet among third age people is to obtain news information. The majority of Russians belonging to senior age groups chose this alternative: 55–59 years – 45.5%; 60–69 years – 42.0%; and 70 years and above – 20.4%. The second most popular goal for seniors in accessing the Internet is communication on social networks in order to maintain personal

[1] Hamburg Declaration on Adult Learning. Adopted by the Fifth International Conference on Adult Education, Hamburg, Germany, July 14–18, 1997. Website: http://www.unesco.org/education/uie/confintea/declaeng.htm

[2] All-Round Survey of Living Conditions of the Population (2011). Website: http://www.gks.ru.

contacts and exchange information, correspondence with friends and family: 55–59 years – 41.4%; 60–69 years – 37.7%; and 70 years and above – 11.0%. This goal is less important for women aged 55–59 years than obtaining news. The goals that came next were as follows: downloading films, music and games: 55–59 years – 16.9%; 60–69 years – 12.5%; and 70 years and above – 4.4%; searching for information about goods and services for everyday life, ordering goods (reserving seats), placing advertisements: 55–59 years – 15.3%; 60–69 years – 12.3%; and 70 years and above – 3,1%. We should notice that the last two items are reversed in the group of third-age men.

The choice of educational information holds sixth place out of 10 (eighth among men). Essentially, this is indicative of the existence of a certain conscious orientation of the Russian senior population at maintaining their existing knowledge or obtaining a new one that is necessary for active existence in the present-day society. As a matter of fact, in our opinion the process of third age people's introduction to the Internet as users can be viewed simply as learning, i.e. obtaining new knowledge, skills, and know-how.

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SPIRITUAL AND MORAL, ETHICAL AND DEMOCRATIC VALUES IN THE CONTEXT OF CONTINUOUS EDUCATION

DEVELOPMENT OF THE CIVIC POSITION OF FUTURE TEACHERS IN THE SYSTEM OF LIFELONG EDUCATION

A. A. Akromov

Under the current conditions of globalization, moral education of young people becomes increasingly important as the methodological basis of educational programs. The formation of the civic feelings and position of future teachers is becoming increasingly relevant. Teaching materials incorporating the ideas of building national character must reflect the principal national values and get them across to students at every level of the system of lifelong education, to form their civic position. An important part of work in this area is implemented in the process of training future teachers. Their moral development requires the formation of a firm civic position, as one's civic position and self-conviction are the bases of a person's rectitude.

The educational system of higher educational institutions, which is to become an important strategic area of education development in the near future, is developing intensively today. Therefore, a vital task of the present stage is study and introduction of various models of formation of a civic position in students in educational practice. This primarily requires the introduction of developments aimed at developing the creative energy of young students. The student community has always shown itself as the most intensively developing and able-bodied category of the population. At the same time, students have a critical attitude to the processes taking place.

Long-term observations show that the student years are a period of complex structuring of the intellect of a student's personality. Therefore, the goal of educational work with students is to form a citizen of a democratic and free society. Students must have rights enabling them to develop freely in the civic society and to be deeply aware of their duties. In this respect, a major task is orientation of the educational process towards forming an active civic position among students. An essential place in this process is to be taken by legal subjects. While studying them, students acquire the ability to exercise their rights, to protect their interests, to assume responsibility. A personality-oriented educational process must form civic consciousness in every student. This pedagogical process relies on pedagogical activity aimed at forming the students' civic position.

Formation of one's civic position is a long and complex pedagogical process involving the formation of the subjective position of a future teacher. The training of a future teacher should include information promoting awareness of the principles

of one’s civic position. This may be said to include the principle of identification of one’s status by the person, the principle of becoming aware of moral national values. Formation of students’ civic position requires creating a pedagogical environment aimed at free assimilation of moral national values.

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DEVELOPMENT OF UNIVERSITY STUDENTS' PERSONAL QUALITIES

Kh. M. Akramov
I. A. Otabayev

The major task of today's universities is to develop would-be specialists' personal qualities, thereby providing successful organisational and managerial activity.

To pursue any activity, including pedagogical labour, a person has to have the relevant abilities. In pedagogical activity, these are defined as pedagogical abilities. Developing one's abilities is only possible through respective personal activity. Let us consider the development of students' organisational and communicative abilities while studying at university. These abilities determine the nature of interpersonal relations necessary to make up a team, create groups for education, sports and games, attract students, and organise and supervise their activity.

What forms of educational activity contribute to developing the necessary qualities in would-be teachers? University studies provide some appropriate possibilities: (1) the very entrance to the university is a push in development of the would-be teacher's personality; (2) studying the *Pedagogics Introductory Course*, *Theory and History of Pedagogics*, *Methods of Teaching Subjects* etc. enables students to find out what qualities and abilities a would-be teacher should develop or get rid of as being incompatible with the teaching profession; (3) students acquire and consolidate pedagogical skills at tutorials and workshops, resolving pedagogical problems and analysing pedagogical situations. Students' practice teaching at schools is among the major ways of developing organisational and communicative abilities. Practicing at school, students see the manifestation of teachers' communicative and organisational abilities in the real pedagogical process. Working with children as class teachers, students have to organise children for different creative joint actions, using relevant verbal and non-verbal communication.

School teaching practice identifies advantages and disadvantages in the would-be teacher's character traits. After this practice, students need competent supervision at developing a follow-up programme aimed at developing the necessary pedagogical qualities.

The pedagogical system consists of the following components: (a) the *educator* (teacher, training officer); (b) the *learner*; (c) the *educational objective* (what education is aimed at); (d) the result (what end the education has in view). Training is over when the result meets the object in view; (e) the *contents of the educational information (*including texts of textbooks and manuals, dictionaries and other information sources making up the contents of education in the subject involved). The contents of the educational information is stipulated by curricula and adjusted by the educator depending on goal-setting; (f) the *training technology* (methods and tutorials, communications, information and other sources); (g) the

analytical result (methods and means to measure effectiveness of the results attained). If at least one of the pedagogical system components is missed, then there is no educational process at all, or it is defective. Anyway, a positive result could only be casual.

Thus proper development of communicative and organisational pedagogical abilities in university students can only be attained through the entire system of teaching and up-bringing at the university. Undoubtedly, the best way to achieve that goal is through active participation of students in workshops, practical training, public work and school practice.

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HIGHER EDUCATIONAL INSTITUTION EXTRACURRICULAR ACTIVITIES: THE EDUCATIONAL ENVIRONMENT OF LIFELONG EDUCATION AND CIVIL FORMATION OF YOUNG PEOPLE

L. V. Alieva
N. A. Nefedova

National higher educational institutions have gained considerable positive experience in education of students through extracurricular activities based on the creative use of domestic social and pedagogical traditions and innovations. This specific educational potential of extracurricular activities of a higher educational institution is the result of integration and interaction of values of basic higher professional education, advanced professional education and public education of young people, which makes education ongoing, continuous and efficient from the point of view of its quality.

A higher educational institution's extracurricular activities can be determined to be an organic unit of its core educational and socially important operations, which incorporate objectives, content, organization, and business and interpersonal communication carried out beyond the limits of the main class timetable and training programs, on the basis of lifelong free education and self-education, using principles of voluntariness, personal interests, needs, abilities and capabilities of individual students and teachers. A student is of particular value in the extracurricular activities of a higher educational institution, in terms of his/her special role and position in determining the purpose, content and organization of lifelong education. Involving a student in extracurricular activities (activity, initiative, a variety of roles and positions, results) is an important indicator of his/her adaptation to a future profession, and the efficiency of basic professional education; readiness for practical independent professional and social activities. Participation in extracurricular activities allows a student to find practical application of his/her knowledge and professional skills already during the period of training. A well-developed system of students' creative societies (in manifold form, content and structure) is a form of lifelong education, an important factor of renovation of basic professional education through the use of links of these societies with the real-world, and innovation in professional and social life and its needs (creation of networking societies of students and professional society representatives). A student acts in a new role in extracurricular activities as a subject of these activities (an initiator, an organizer, an active and creative party, an appraiser of results), unlike his/her role in main learning activities, where a student is an object of the pedagogical and professional work of a teacher. This is the base of professional self-determination of a student, revealing his/her identity, verification of personal qualities, and acquisition of new competencies (social, public, cultural, managerial).

Extracurricular activities are also a space for personal and professional development of a teacher, and his/her more complete self-realization (scientific and professional, personal, social and public).

The perspective directions of a higher educational institution's extracurricular activities can be defined as follows: (1) priority of value-oriented content of extracurricular activities – professional education by "dipping" a student into the professional environment, into his/her future profession and related specializations, and through practice – testing individual opportunities and abilities; (2) advanced education in the system of extracurricular activities of a higher educational institution – continuing professional development of new competences and specializations that suit the student's personality and are related to the main mastered specialization. Continuing professional education within the scope of extracurricular core activities is a reality of young people's lifelong education , and an indicator of students' development of a vital need in education and self-education; (3) extracurricular professional activities of students as a form of self-reliant non-formal continuing education (self-education), and practice-oriented creative (development of innovative vocational training programs, professional advice for the community, etc.) activities; (4)

In pedagogic science, the practical effectiveness of the educational potential of an educational organization is represented by the educational environment – the socio-cultural pedagogically organized environment for positive development of students and training within the scope of jointly important activities. A study of value-oriented experiences allows us to characterize modern extracurricular activities of a higher educational institution as a special educational environment of life activities of a student and a teacher, the basic foundation of which are: core values of basic professional education at a higher educational institution, individual, age-based needs and capabilities of participants; voluntary joint personal and socially important public activities (in the variety of its objectives, content, results); interpersonal and business relationships; democratic communication.

The extracurricular activities of a higher educational institution provide the educational environment of the non-formal professional education and civil education of a student. This is an environment for "dipping" students into personal creative practice in real professional activities in its organic relationship with other activities (social and public, cultural, etc.), which is an essential condition for learning new general and specific competencies.

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PEDAGOGICAL PROBLEMS OF THE FORMATION OF THE UNIVERSAL HUMAN ECOLOGICAL CULTURE OF FUTURE TEACHERS

K. N. Amonov

The International UN Conference in 1992, dedicated to economic development and environmental protection, concluded that mankind was deviating from traditional models of development, and had moved over to the “model of sustainable development”. The concept of sustainable development pointed out the need to observe the link between production and consumption growth, and population growth in the world, taking into account social protection. Ecological problems cannot be solved through the efforts of one state acting alone. In his reports at the sessions of the UN General Assembly 48 [1; 2], the President of the Republic of Uzbekistan stressed that the problem of the Aral Sea and the Aral Sea region involves not just Uzbekistan and the states of Middle Asia; this is a problem of the entire global community and it must be solved by all state leaders and international organizations.

Large-scale reform of all spheres of social life determined the need for solving problems, and of the reasonable approach in using nature's potential, the development of natural resources and the improvement of the natural geographic environment. In connection with this, the system of education needs to get the primary present day and long-term ecological problems across to the young generation, and to carry out geo-ecological training and education on the scientific basis. Based on the requirements laid in the Law “On Education” and the National Program of staff training [3] and the implementation of fundamental reforms of the system of education, the educational paradigms were modernized with the aim of training highly qualified, competent and competitive educational staff.

In this aspect it should be noted that the study of such subjects as geography, pedagogics, ecology, literature, fundamentals of spirituality are of great significance for the education of a harmoniously developed personality, forming the young people’s conscientious attitude to natural resources, assimilation of the laws of harmonization of nature and society, and the training of mature specialists. Positive solutions to ecological problems are directly related to the educational process, aimed the ecological training of pedagogical staff. The primary condition of higher efficiency of training in educational institutions is the formation of a scientific world outlook of future specialists. Providing them with professional knowledge and skills as the teacher is the main contractor of the social order of bringing the young generation up to the present level of development. This requirement primarily refers to future teachers of geography, their main task being the formation of the universal human ecological culture of students, and the disclosure of the complex interrelations between society and nature. Therefore, in the process of their studies, students are to be provided with scientific and practical knowledge about reasonable use of natural resources, and are to be oriented towards the application of the gained knowledge during their manufacturing training

or field work. In connection with this, a vital task is the development of theoretical and practical fundamentals of the formation of a universal human ecological culture in future teachers of geography. For that purpose, the following tasks are to be fulfilled: (a) the development of the theoretical-practical fundamentals and concept of formation of the ecological culture of future teachers of geography; while developing the concept, one should rely on the contemporary requirements applied to geographical education; (b) the substantiation of the system of formation of universal human ecological culture in future teachers of geography; (c) identification and introduction of necessary knowledge and skills in the content of the formation of the ecological culture of students; (d) identification of the level of formation of the ecological culture of students and future teachers of geography by conducting a pedagogical experiment.

The solution to the above issues is the development of the necessary educational-methodological basis, which is laid upon the participants, organizers and directors of the educational process as well as upon the academic teaching staff of higher educational institutions. An important condition of solution to this problem is maintaining a stable equilibrium in the society – nature system.

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DEVELOPMENT OF PROFESSIONAL COMPETENCE IN STUDENTS AS A PRESSING PEDAGOGICAL ISSUE

N. T. Akhmedova

A considerable amount of research studies have been dedicated to the issue of the development of professional competence in a teacher. However, this issue continues to be in the focus of scientists' attention, indicating its special importance and relevance at the present stage of modernization and development of the system of lifelong pedagogical education.

The analysis of psychological and pedagogical literature on the research theme has showed that many authors often regard the concepts of "professional competence" and "professionalism" as synonyms. However, there are differences in defining their essence. These differences become essential as the research focuses on psychological and pedagogical conditions contributing to the development of professional competences in a future teacher of a secondary education institution, rather than the competence of a specialist having pedagogical background and being at a certain level of pedagogical excellence. It should be noted that, among psychological and pedagogical researchers, there is very little agreement about how to define the term "professionalism".

The following groups of skills are considered as essential characteristics of the professionalism of teachers: Gnostic, communication, management and projective skills. Hence, specific features of teacher professionalism are largely determined by the peculiarities of their work.

The analysis of works on the activities of a teacher allows the singling out of peculiarities connected with the object, ways of delivering results of labor, goals and objectives of these activities. A labor object is another person – an active participant in the pedagogical process, with their own goals, and motives, ever developing and on their way to professional perfection. In other words, a teacher has a varied object of activities. Teaching activities are characteristic of an integrated nature and remoteness of the ultimate goal, and the vagueness of targets set by an actual contingent of students. Setting pedagogical tasks and decision making are performed by a teacher in the face of uncertainty; they (the tasks) are in terms of time far from the results. The choice of work methods is determined by the principle according to which the spiritual world of an individual can only be affected by the spiritual world of another individual - the teacher, the methods are integrated in nature. Results of the work of a teacher are estimated by positive quality changes in the mental development of a student, and are hard to measure. Based on this, it is easy to understand that professionalism in pedagogical activities, according to N.B. Kuzmina, is "an introduction of the elements of scientific research for the purposes of control and self-control over the level of its efficiency". Furthermore, productivity is characterized as a "system and sequence of pedagogically appropriate actions connected with the solution of pedagogical problems, ensuring, during a certain period of time allocated for the educational process, the achievement of a desired outcome for all or most of the students".

Thus, professionalism is a premium quality, a deep mastery of the profession, its qualitative and efficient execution. Together with this, as noted by R.K. Zhurayev, a high level of professional competence and personal commitment to a productive solution of pedagogical problems are qualitative characteristics of a teacher, as a subject of pedagogical activities, that is his professionalism. These concepts have a one-way vector of the perfection of activities, premium quality, and level of its implementation. The professionalism of a person, together with competence, is ensured by the professional orientation and presence of professionally important qualities in the person. A high level of professionalism is achieved through mastering and long continuous performance of activities. Therefore, the professional competence of a teacher is the basis of developing professionalism in a specialist, and they do not mean the same.

In Russian pedagogy and psychology, there are various approaches to defining the essence, content, structure, dependence and possibility to develop professional competence.

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LEARNING CITIZENSHIP COMPETENCES – THE PROJECT ECLIPSE

O. Bombardelli

The development of the contemporary societies, organized in democratic form, needs the contribution of all citizens, who should be active, responsible, and competent. Democracy is a new government form in the history, and citizens need to learn how to live and contribute in it. Very often people are superficially informed on current affairs, not always there is awareness of the own responsibilities to improve democracy; it is easier to blame because of the limits of the existing forms of it.

All school systems plan education for citizenship, anyway it is not very successful (ICCS 2009), and it is a task not only for the schools; the families, and the social political environment are important as well. The project ECLIPSE (European Citizenship Learning in a Programme for Secondary Education), conducted in the years 2011- 2014, aims at improving European citizenship learning at school through teaching/ learning activities. It is a Comenius Project, selected and co-financed by the Lifelong Learning Programme of the European Union (EACEA - Education, Audiovisual and Culture Executive Agency), eclipse.lett.unitn.it.

The Project Consortium has six partners: Università degli Studi di Trento (Italy): Olga Bombardelli, Universidad de La Laguna (Spain): Lidia Santana Vega, ST. John's School Marlborough (United Kingdom): Kerry Saunders, Patrick K Hazlewood, Instituto de Educação da Universidade de Lisboa (Portugal): Maria Helena Salema, Leibniz Universitaet of Hannover (Germany): Dirk Lange, Doreen Huget, Scoala Nationala de Studii Politice si Administrative (Romania): Irina Stanciungelu, Cesar Birzea. It worked in order to promote ethic, economic, social, political, cultural aspects of citizenship, underlining the close interdependence between countries and peoples nowadays. The project includes learning updated information, and developing transversal skills, like learning to learn and entrepreneurship, the early developing of key competences (EU, 2006), focusing on active learning and self-planning by the students.

Education for citizenship implies becoming aware of the own skills, to manage information and participation, to interpret media communication, to develop critical thinking and to build independent judgment on civic- political topics. ECLIPSE intends both to contribute to the quality lifelong learning and to promote high performance in competent citizenship, preventing and contrasting undemocratic behaviours. ECLIPSE partners analyzed the different countries approaches, comparing them, and choosing the most valuable solutions, planned and implemented strategies to link the school with the daily life of the pupils, encouraging them to active learning, autonomy, and responsibility, involving the non formal learning too. Partners and teachers used the developed materials within the context of school practice, and for the teacher training. They worked together to foster civic education for all pupils, facilitating them to cooperate across the borders, encouraging them to become aware of the consequences of being good or bad citizens. The ECLIPSE partners arrived to a consensus on what

“citizenship” in a democratic society actually means, and how citizenship education must be structured in order to develop responsible, competent citizenship. The Consortium adopts the concept of civic competence defined by the EU institutions: “Civic competence is the complex mix of the sum of the different learning outcomes which are necessary for an individual to become an active citizen. It is a combination of the knowledge, skills, attitudes and values which enable people to act successfully in civil society, representative democracy and everyday life based on democratic values” (EU 2006), adding some aspects, like understanding, dispositions, and behavior. The ECLIPSE concept of citizenship goes beyond a concept of citizenship that focuses on rights and obligations, although that play a central role; it implies willingness of people to take on responsibility for the community in different functions, at several social and geographical level.

The European Citizenship Modules and the pupils Portfolio. ECLIPSE partners developed seven European Citizenship teaching/ learning modules for students at the 8th grade, and teachers of different disciplines are expected to use them, especially in: Mother and Foreign Languages, History, Geography, Economy and Law, Visual Education, Citizenship education (in its different names in the EU countries), adopting an interdisciplinary and collaborative approach (Bombardelli, 2012).

The Programme for Secondary Education deals with topics like: human rights and responsibility, social identity (at local, national, European and global level), and cultural diversity, the EU in the daily life; European Citizenship; History of the European Cooperation process and the main European Institutions. Sustainable development, respect of the common good, group work and involvement of the community are addressed too. Teachers can use the offered material in flexible way, integrating it in their subjects, and in the school life.

For evaluation of the learning results ECLIPSE uses qualitative and quantitative approaches, collecting data through monitoring tools as the Students’ Knowledge test, the Students’ questionnaire, and the portfolios. The student portfolio helps to make explicit the competences gradually developed in the European Citizenship Learning Programme; it helps to think about the own civic and European identity, the awareness of rights and duties.

The ECLIPSE portfolio has six sections: 1. Political culture, with the following sub-sections: “I know my rights and responsibilities”; “I am aware of social and cultural diversity”; “I actively participate in democratic life”; 2. Awareness of European Citizenship, with the sub-sections “I understand rights and duties of European citizens”; 3. Active learning and self-planning, with the sub-sections “I am good in active self-regulated self-planning”; “I can plan, organize and manage my time”; 4. Skills and values needed to co-exist, with the sub-sections “I can communicate well, give opinions and debate”, “I can understand and respect others and I reject discrimination”, “I can prevent conflicts and manage them non violently”, “I can understand the importance of self-esteem, autonomy and responsibility”, “I can take constructive criticism”; 5. Participation in a local environment, with the sub-sections “I participate in sport teams, citizenship and solidarity associations”. in order to introduce young students to the habits of democracy already at school; 6. Initiative and entrepreneurship, with the following sub-sections: “I show initiative and autonomy”, “I can co-operate in a team”, “I think

about my transition to work or about further studies". Looking at the different sections, it is easy to recognize the categories entailed by the concept of "civic competence".

ECLIPSE aims to guide pupils to documented and motivated choices and to contribute to the development of active democracy; positive effects are expected on teachers and students, by means of information, critical reflection, and responsible cooperation. Citizenship Education in this project encourages critical knowledge, excluding acritical adherence to a specific model. It is never indoctrination, instead it is an effort for information, reflexion and documented coherent decision making by the pupils, who are the citizens of tomorrow; the ECLIPSE work follows the 'controversity principle' (Beutelsbach Consensus 1977), and supports pupils both to acquiring information, and to think about controversial topics with coherent argumentation. The ECLIPSE teaching/ testing material is not intended to be the only work devoted to citizenship at school, and of course it doesn't include all kind of information in the field of citizenship. In the 8th grade pupils are supposed already having had in the previous years the opportunity to learn about the basic contents in civic and economic field, like what is the concept of state, what is a currency etc.; that happens in general teaching in the different subjects (geography, history, art etc.), as well, in the already existing school activities.

Students should be empowered to understand the process and the results of the common decisions taken according to democratic rules, to influence it, and to take part in public life in a competent way.

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DEVELOPMENT OF ENVIRONMENTAL CULTURE BEGINS IN SCHOOL

N. A. Vakina
O. A. Asmalovskaya

Following the academic Moiseev's thesis that "in the modern context… ecological education turns into a core component of general education and is a key to the reconstruction of modern educational systems as a whole", since the year 2000 teachers of Secondary General School No. 45 in Bratsk have made efforts to develop students' environmental culture. The Concept of the Environmental Culture School has been created and is being successfully implemented.

We have been selected ecology as it is an integrative science, as one third it is a natural one and the rest it is an ethical and moral subject. The prime mission of environmental education is the development of an environmental culture, which in our opinion consists of: (a) environmental knowledge, including an understanding of environmental issues; (b) environmental thinking, including skills for the critical analysis of environmental issues; (c) a culture of feelings, including an understanding of the importance and value of life; and (d) environmental behavior, including active involvement in the protection of nature and an ability to make decisions and be responsible for them. It is the principle of responsibility for all life on Earth that provided the basis of our school's emblem and motto, "*We are responsible for all life on the planet*".

The requirements of the Federal State Learning Standards in ecology set a new task for us, according to which we consider environmental education not a part or component of education but as a new sense and purpose for the modern educational process. The ecological part has been introduced into 80% of the training programs. For us, "ecologization" takes place when any school subject resolves its issues on the basis of environmental knowledge and the implementation of it in new fields. Ecology and its applied sub-disciplines are not dissolved in the general subject. Rather, they continue to pursue their specific aims while the general subject develops and becomes more content-rich. We see the efficiency of environmental education in the interaction of all school subjects. We have developed a package of special training courses: programs, such as "Ecology for juniors", "The Earth is our common home", "Ecology of nutrition", "The city through children's eyes", "Excursion through a supermarket", "Clear speech", "Ecology of tourism" and "To live confidently and safely". Investigation into the conditions of the educational and socio-cultural space has revealed pre-requisites for the establishment of the Eco-family of children, the ecological organization of the school as well as opportunities for the expansion of the school due to the creation of groups for students fascinated by ecology. Each summer children attend the School's Recreation Camp, "Eco-grad".

We witness the high levels of student and teacher readiness for the development and implementation of social projects. Tree-planting around the school, the "School Flowerbed" Event, and the Autumn Festival "We – to nature, Nature – to us" have all become heart-warming traditions. The "Help for birds" event sparked the decoration of the park area between residential districts by

birdfeeders. Waste paper collection under the prolonged action “Save the trees” has become an important collective work wherein children calculate the weight of collected paper in terms of 75 kg of waste paper being equal to one saved tree and then mark the amount of such trees in the “class grove”. To pave the “Path to School” the whole community collected plastic products and every family with a school student learned the table of polyethylenes suitable for recycling, resulting in them declining to buy another package. Parents are intensely involved in the Pre-New Year Event “Save a live conifer”, manufacturing alternative conifers with cartons, threads, candies, beads, textures, pasta and even feathers. One of the last projects, the “Ecological Bus”, consists of the promo-group from the eco-team proclaiming mottos and distributing flyers with recommendations for power-saving as well as the addresses of collection points for waste paper, plastic goods and other recyclables over a three-station route.

Familiarization with the international program “Green Flag Eco-School” in 2008 has acquainted us with real like-mined fellows in the work contributed by people all over the planet. School-wide events like “Save heat in school”, “How much paper there is in wastebaskets?” and support for the international Earth Hour Event are held under the motto “Act locally, think globally”. The field of activities through the seven steps of the program begin with the establishment of a council currently consisting of 75% of children and only three adults (including the supervisor of the Eco-family Children Ecological Organization, the supply manager, a parent and a member of the School Council). We consider the social activities and successful socialization to be a part of the students’ environmental culture. During the five years of the program’s existence, positive changes in the personal and social development of students have occurred and an improvement in the cultural level and value orientation of the children can be seen. A better social climate is noticed by 86% of 7^{th} graders. A connection and collaboration with local inhabitants is noticed by 73% of respondent students. An improvement in personal responsibility and the development of citizenship is noticed by 79% of 7-11^{th} graders. Annual monitoring of parents opinions has shown the positive impact of the Green Flag Ecoschool Program on their worldview. The question “What is more important: economical growth or environment protection?” was answered as follows: 62% answered that the both fields are equally important; 22% were for economical growth; and 16% were for environment protection. 2012 showed increasing concern about environmental issues.

Based on a study of students’ prevailing environmental attitudes, four personality types have been revealed: (1) nature is considered an object of beauty (aesthetic attitude); (2) nature is considered an object of study (cognitive attitude); (3) nature is considered an object of protection (ethical attitude); (4) nature is considered an object of use (pragmatic). The first group of children demonstrating a high level of environmental consciousness includes students interested in ecological issues, participating in environmental protection events, intensely contributing students’ research, carrying out monitoring studies (40% were members of the children ecological organization, 11% were school students). The second group includes students possessing a good general and environmental knowledge but not using them intensely (32% and 27% correspondingly). The fourth group includes students with a weak knowledge of environmental issues.

Their knowledge is abstract and does not have any practical purpose (28% for school and 52% of eco-activists). The fourth group includes students with a minimum volume of ecological knowledge and low ecological culture (10% for school and zero for the Eco-Family Children ecological organization). The aesthetic attitude to the nature prevails in the school as a whole (60%) whereas 23% of students have the pragmatic attitude and 17% possess the aesthetic/cognitive/ethical attitude. For activists of the program these figures are 42%, 22% and 36% respectively. It is remarkable that mixed attitudes are typical for students involved in ecological research activities.

We have developed and regularly supplemented the Ecological Schedule that still has 138 instead of 365 holiday pages, but children with interest and a desire continue to learn about the existence of the “Day of Thanks”, the “International Mountain Day” or the “Day of Black Sea” and also offer their own ideas for holidays, e.g. “Apple Day”, ”Warm Clothes Days”, etc. They organized and carried out such holidays as the “Day of Reserves and National Parks”, “International Tourism Day”, “International Thank You Day” in their own classes and classes supervised by them. They invited their counterparts from the neighboring school to their events. The school is connected through intense collaboration with many public organizations of the city, a children’s garden, the Palace of Child and Youth Creativity, Club of Veterans, Arts School, Palace of Sports, Department of Ecology and Life Safety of Bratsk State University and the Ecological and Biological Center of Padun Public Utility.

We confirm our status as a “Laboratory School” due to our activities in environmental education and the development of an environmental culture among the citizens of Bratsk.

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JOY AT WORK – AS A RESEARCH TOPIC AND METHOD OF PERSONNEL AND ORGANIZATION DEVELOPMENT

J. Varila

A problem can be as a problem. The method and emphasis in developing working communities tend to change cyclically. There is an assumption behind all discourse on development that has become self-evident and is no more consciously acknowledges. This is the assumption that the development of organizations and personnel should be problem-oriented. Problem-orientation is a good starting point for development. On the other hand, the problem –setting is largely limited by the prevailing concepts of development. In the present ideology, an employee is seen as object who efficiently implements given assignments. This thinking has been such a strong, self-evident cultural dogma that its existence has not been consciously acknowledged - let alone questioned. A problem in itself can be a problem. The problem-consciousness of an individual is strongest in areas which s/he masters best. Direct emphasis on problems can thus lead to attempts to solve current problems with the help of yesterday belief systems. A deeper analysis on the philosophy of theories of needs behind the problem-oriented development shows that they are quite problematic as shown by the following questions: (1) Does the starting point for development always have to be a problem, a state of affairs that in not satisfactory compared to prevailing standards? (2) Whose standards should the current situation then be compared with? How to make sure that the used standards are still valid and no0t outdated or otherwise inadequate? (3) Are the predictable development results the only results that are valuable and worth striving for? (4) Is rational thinking the only way of thinking that can be applied in development? (5) Is it really so that such attributes as strengths, sources of joy and power, which are seldom measured with standard scales, cannot serve as starting points for development? (6) From the point of view of lifelong learning and education, how can quality and synergetic accumulation of a learner's cognitive structures can be ensured in a problem-oriented way as a phenomenon to time and situation?

Why study joy at work? Emotions are essential constituents of the reality on organizations. They are an elementary part of an organization's social system and are present in everything that happens in an organization. After this short answer, let us now analyze this question in more detail. Even nowadays there is little research on the relationships between an individual and his environment experienced as remarkably positive. Research has mainly been targeted at the problems of human relationships within organizations. Yet, it is the positive experiences that create the basis for good work and good working atmosphere. The relationship between an individual and the environment forms the basis of the didactics of lifelong learning. How is it possible that experiences of joy of work have not been intensively studied, although they provide a model of situation in which the relationship between an individual and his environment is exceptionally good and positive? Experiences of joy of work support and provide a new angle to a problem-oriented development process. Experiences of joy of work are success

stories. They are stories of situations when an individual is acting as committed subject, aiming to actively influence the environment and making full use of his resources in the working process. Nice or funny co-incidences seem to play a minor role in experiences of joy of work, and cost-profit analytical calculations are also missing.

Is working life an emotional desert? Working life has traditionally been considered an area of rational activity not affected by feelings. However, e.g. literature on learning or intelligent organizations is overflowing with words describing strong emotions with a positive connotation. An employee of learning or intelligent organization is committed, loyal, motivated and diligent family member, isn't he? Commitment and loyalty are fairly constant day-to-day emotions, which regulate the everyday working relationships. The reality of an organization can be reality labeled with an emotionally appealing, beautiful words, "a psychological prison which cannot be called a prison and which demands solidarity". When the ubiquitous positive thinking is promoted intensely enough, it becomes the only correct discipline and creed. A part of emotions are then condemned, denied or at least hidden. As a consequence, emotions are deprived of their important function: to defend the boundaries of an individual ego. It is clear that working life is not an emotional desert.

Feelings play an important role in starting or interrupting actions. An emotional state affects the quality of thinking in many ways. Positive emotions bring about innovations, whereas negative emotions lead to systematic, rational thinking. Emotions affect thinking also through the level of target-setting and energy input. Emotions define the quality of social actions. Emotions define what is reasonable and desirable in a given situation. Human co-operation is imposed of emotions. Negative emotional states, such as dissatisfaction with work and burn-out have been studied a lot, however, up until now surprisingly little studies have been carried out in working life research on positive emotional states. Emotional states have an impact on how an individual is able to maintain his level of expertise. The greater the emotional pressure of an individual, the greater the risk that the performance "disperse" when implementing complicated and demanding tasks. Working life requires ability to identify, manage and solve complicated problems. On this basis we can make the following statements: (a) An working environment in which it is possible to experience joy of work is at the same time an environment in which the "emotional mechanism" of individuals are not subjected to such pressures which might lead to collapses in the level of performance in demanding tasks; (b) To destroy the prerequisites for joy of work is not difficult. A negative learning experience, when it is intensive enough, ensures a permanent, negative result: an employee learns to be helpless or indifferent.

May be the most important learning skill to be learned in adulthood is how to give up something learned because that seems to affect negatively to the well-being of a person? How we can leave away a personal meaning that has been very important to us in the past but is today something that restrict us to become a person we want to be?

There are many kind of joy at work. The quality and nature of joy of work varies. A conceptual analysis of joy of work provides a new angle to job satisfaction, which is a passive and cognitive form of joy of work. The relationship between job satisfaction and productivity has been studied a lot. There seems to be no clear connection between them that could be generalized. This is in accordance with the theory of emotions: passions do not increase an individual's vitality or activity. Improving the conditions for experiencing joy of work is meaningful from the point of view of developing the organization and its personnel (table 1).

Table 1

Qualitative typology of joy of work

NATURE OF EXPERIENCING JOY OF WORK		
	COGITIVE	PHYSIOLOGIC
ACTIVE	An experience created as a result of an individual's own, long-termed continuous which strengthens the feelings of autonomy and freedom	Sudden and unexpected information about success at work in a situation where the risko of failure is high. Can be compared to feelings of success of highjumper who has just made a record
PASSIVE	Joy of work is based on observable factors which are not based on an individuals own activity but are rather 'situational'	A direct, spontaneous and burst of joy based on an external stimulus – just forcing subject to laugh

The nature of joy at work. Joy of work can be a weak or strong physiological experience. When a strong experience of joy of work is experienced, an outside (emotional) stimulus starts a physiological action regardless of the cognition or will of the individual in question. A strong feeling of joy of work can develop through an individual's through an individual's active efforts, or it can be sensed passively. As an example, when an employee gets unexpected news about success at work as a result of long-term efforts, this can be defined as active developed joy of work. This sudden feeling of joy can be compared with what a high jumper feels after making a record jump. An example of passively sensed joy of work is e.g. when an employee describes a situation at work as "so funny that I could help bursting into laughter". In a weakly sensed joy of work, the cognitive interpretation defines the quality of the emotional stimulus. The stimulus that creates joy of work can be endogenous image processing or exogenous. An individual can consciously affect the weakly sensed joy of work. He can make a conscious effort of thinking positively. Part of perceptions can be immediately "trashed". A negative connoted perception can be defined, with the help of a cognitive interpretation, as positive: "when he accused me of being inefficient the manager actually demonstrated that he believes in my development potential as there is no point of telling off a person who is not capable of developing." These kind of feelings are not based directly and simply on emotional stimuli. How an individual experiences a situation is defined by his interpretation of the nature of the emotional stimulus and of the context in which it occurs. An individual is thus able to affect and regulate a weak sense of joy of work – even to produce it autonomously.

The quality of joy at work. Joy is a feeling that can be either an action or a passion. The joy is genuine only if it is an action, a feeling that truly increases vitality and energy. On the other hand passions are feelings developed in an individual due to external factors. Passions can be further divided into two groups. Positive passions increase the feelings of pleasure in an individual's life. Joy like hope, trust, affection, compassion are essential positive emotions. Negative passions always decrease vitality. Externally generated joy add to the pleasantness of an individual's life, it is not the most genuine and authentic joy. Endogenous feelings – actions – are always positive. They increase an individual's vitality and mental capacity. The purest form of action is joy based on the realization of individual potential as a result of active thinking. The qualitative typology of alternative ways of experiencing joy at work shows how a complicated phenomenon joy of work is. When developing organizations and their personnel, it important to strengthen especially those factors that are related to active and cognitive joy of work.

Joy at work is an active feeling – implementation and results of a research project. The material for the study was collected with the help of an essay. The respondents were asked to describe in an essay at least one concrete experience of joy at work. The aim of the instructions was to ensure that each respondents describes in detail at least one concrete experience of joy at work, and also interprets this experience and analyses it from different angles. As far as the demographic features of the respondents are concerned: the majority of them were women (81%). The age of three respondents out of for was varies between 30 and 50. Most respondents work in the public sector. About one half of them (59%) served other people in their work. Most respondents (88%) described active and cognitive joy of work. This kind of joy develops as a result of continuing, dedicated, intensive working process – joy of work is earned through diligence and commitment. The experience of joy of work is close to the phenomenon of flow. An individual's attention is focused on the process of doing, being in the process in itself is felt as rewarding. Work is experienced as "my thing to do" and an individual feels she is an autonomous actor.

Table 2

Feeling joy at work (N=112)

THE NATURE OF EXPERIENCING JOY AT WORK		
QUALITY OF JOY	COGNITIVE	PHYSIOLOGICAL
ACTIVE	88 %	3 %
PASSIVE	7 %	2 %

When we look thematically the substance of joy at work, we find that active and cognitive joy at work usually develops as a result of accomplishing a major task which an individual voluntarily has decided to undertake (65%). Sometimes (11 %) a joy at work is experienced during daily working routines, which are predictable and safe. Every fourth (24%) experience of active and cognitive joy at work was a result of innovative problem solving and experimenting new working methods. Joy at work is almost always an active and cognitive experience. Other forms of joy at work are infrequent. In experiences of joy at work, an individual's autonomy and position as a subject play major role. It is remarkable that job

satisfaction, which is a passive and cognitive emotion, seldom causes an experience of joy at work. Job satisfaction is not an active, self-produced emotional state. Job satisfaction as such does not increase an individual's self-confidence or feeling of autonomy.

Joy at work as an object and method of development. Joy at work can be seen as an objective or goal of personnel development. It can also be seen as a means, tools or method for achieving certain targets. Both solutions are functional separately, however, when joy at work is simultaneously a tool for and a goal of development, there can be big problems: lack of transparency, rejection of contradictory feedback – on other words a lack of honesty and critical reflection. It is therefore very important separate these form each other. What is the model of discussing joy at work life? According to my experience, when a fairly small working community or team is in question, the development process can advance in stages.(1) Every other week, people gather in two-hour undisturbed get-together, during which one person at a time describes an experience that gave joy at work (what, where, who, why? etc). (2) When everybody's experiences of joy at work have been discussed, the objective of next get-togethers is to consider the common features of the experiences and what was specific. This helps to identify those features joy work which can be affected. (3) As a conclusion the employees compile "the golden rules" of the joy at work, including a definition of joy at work and eight to ten working rules which help to jointly improve the preconditions of experiencing joy at work. It is important that the rules are concrete and guide the activities in practice. Discussing joy at work is an easy method of developing a working community. It does not require a big investment. It targets discussion to the strengths of individuals and working communities, which is psychologically rewarding. It doesn't generate defensive behavior, which is the main obstacle in developing working community into a learning organization or learning communities.

Discussing joy at work is a significant addition to complement development efforts having occurring problems and weakness as their starting points. However, it is not included in the toolbox of most working community developers. The method has some novelty as well as market value.

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SOCIOCULTURAL IMPERATIVES OF LIFELONG EDUCATION IN THE REGIONS

I. G. Vasilyev

Reformation of education has essentially distorted its cultural and social functions. The educational process is losing its axiological importance and turning into socialisation and professionalisation of a person dictated and regulated in terms of goals and objectives by the economic sphere. Education has practically lost its *cultural* importance. Discussions of educational problems focus on the drawbacks of the Single State Examination, the list of major and minor subjects at schools and universities, technical equipment of training, reaching the global levels and European standards by the domestic education system, etc. These minor problems have replaced the discussion of the essence of education as a personal life-long value.

Education is an essentially humanitarian phenomenon. It cannot only be regarded as a vocational training system serving the society with a dominating scientific and utilitarian focus, because such an approach destroys the *existential and creative nature* of knowledge. *Specialists* are sure that education is a form of continuous cognition and formation of existence, the universe and culture and development of a person correlated with culture and regarding him/herself as a part of the culture [1]. Culture and education have been historically interrelated. Any education is an organic and integral part of culture itself connected with its reproduction and service to the benefit of an individual and a society. It is culture that entirely reflects all phenomena, deeds, facts and the person him/herself in his/her full value and genuine essence, and it is culture that can and should become the area of education. In the space of the social functions of culture, a special part is played by sociocultural areas sometimes referred to as cultural landscapes. They are sociocultural imperatives of lifelong education for all age groups living in the area. An elementary indicator of general cultural development is the index of education of the local community. It is worth noting that cultural science treats education of the population as a component of professional culture and the labour culture as a part of the economic culture of the population.

Domestic tradition regards education in a holistic and universal way, i.e. education includes both bringing up and learning. For Russian culture and domestic education, the matter of essence has always been formation and maintenance of spiritual integrity. This was largely stipulated by norms and values of culture, and included understanding of the humanitarian essence of education and its role in the formation of a holistic personality. A person as a spiritual integrity has always been the subject of domestic pedagogics, which caused special attention to be paid not only to intellectual or professional, but also to moral and physical development of a person. Traditionally, education in Russia was the domain of the state and the church. They wanted education to develop a *perfect*

person and *citizen* and provide him/her with spiritual food. This tradition has deep roots in Russian culture. In our country, education has always meant immeasurably more than mere training. Originally and primarily, genuine education in Russia is enlightenment in the deepest and strictest meaning of this word. Domestic education is specific in its orientation of a person at development of a holistic and realistic outlook interwoven with spiritual ideals.

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ANAGOGICAL PARADIGM OF MORAL EDUCATION

V. O. Gusakova

Modern educational science offers a variety of education-related paradigms. This is conditioned by an axiological space of the postmodernist era, which requires that people deal with existential problems, with the key challenge being self-determination and self-identification.

We can identify characteristic features of the postmodernist era as follows: a) intertextuality – the world and self-perception of modern man, who has "quotation consciousness" where both the outer and inner worlds are perceived as a kaleidoscope of texts, the mixing of which produces new texts that reveal or, on the contrary, hide the purpose and meaning of his existence; b) a multilevel nature of texts, involving their "multiple coding", so that a text can be read by any person, but the depth of comprehension depends on the reader's level of education; c) pluralism (polyphonism) – the equality of different historical and cultural concepts, religious dogmas, etc.; d) fragmentariness – the odd, random, decentered and destructive nature of components of world order, blurriness between the real and the irreal, denial of causal relationships and value guides, which induces an individual to acquire integrity and enter into confrontation with chaos in which he often fails; e) impersonality – the abandonment of traditional "Self" (personality) for unique "Self" (individuality), in the context of the overall globalization and unification of culture and everyday life; f) multiplicity – the co-existence of multiple interpretations of one and the same text, meanings, representations of the reality and hence the recognition of the multi-faceted nature of truth, leading to skepticism in the cognitive capabilities of an individual, whose being in this case takes the form of a certain idea about it; g) marginality – the borderline state of an individual in his axiological determination, which influences his lifestyle and behavior; and h) the blurred distinction between culture understood as a combination of spiritual and material values created for the sake of achieving an eternal ideal by a certain group of people with spiritual potential and high level of proficiency, and a modern culture of consumption which meets the urgent needs of the people, and offers them temporary, volatile idols. What integrates the above characteristics of the postmodernist era is uncertainty, which first of all manifests itself in difficulties with, and at times even the impossibility of, personal self-determination and self-identification.

The formation of a "Russian identity" is currently one of the priorities in continuing education. Therefore, it is particularly important to lay the foundations of identity in the period of general secondary education, upon the completion of which, a person takes the first steps towards independent life, and becomes (or does not become) self-determined in professional, civic, legal, gender-related, communicative, and other skills in social life. Upon graduation from an educational institution, the position "I am the author of my life", which is typical of senior school students, often undergoes change. Without a clear life goal and proper spiritual and moral guides, graduates may find themselves in a situation of "postmodernist uncertainty". They experience axiological and semantic disorientation, and cannot

make a single beneficial life decision among a variety of “truths” that provide them with multiple fragments of different, often opposite and abstract models and examples. In this situation, the relevance of spiritual and moral education increases. While in receiving general secondary education students are mainly educated from outside (through the impact from parents, teachers and the social environment), subsequently education takes the forms of continuing (lifelong) self-education and self-improvement.

The proposed anagogical (from ancient Greek ανάγειν, a climb or ascent upwards) paradigm of moral education involves developing a motivation for self-improvement and the development of one’s “inner world”, followed by acquiring identity and finding the potential for self-determination inside oneself. The starting point of the anagogical paradigm is religious and cultural tradition – a mechanism for reproducing spiritual and moral values (these are also the basic national values) in certain cultural formations (such as rite, ritual, sanctuary, lifestyle, custom, monument or artifact) which constructively influence the development of a personality. Religious and cultural tradition facilitates the positive development of spiritual and moral education from the outside and self-education, because it reveals a specific way toward learning vital meanings and attaining the truth, which way has been proven by the ancestral experience. Religious and cultural tradition gives axiological guides: ideals that can be used by an individual as specific examples to make the right decision at a particular stage of his/her progress.

The anagogical paradigm cannot be regarded as something independent in pedagogy. It includes some principles of the humanitarian paradigm (I.A. Kolesnikova), and the “idealist” and “existential” paradigms (N.S. Ladyzhets) which are quite popular in modern pedagogy. What is taken from the humanitarian paradigm is “subject-subject relationships between all actors of the educational process”, but without accepting the principle of “no monopoly on truth” [2, p. 69], because the anagogical paradigm proceeds from an axiological space of the religious and cultural tradition which only recognizes one truth, the Revelation. In the anagogical paradigm, the symbol of the humanitarian paradigm, “cognition is power”, may sound as “And ye shall know the truth and the truth shall make you free”. What makes the anagogical paradigm akin with the idealist paradigm is the so called “basic meanings”: “moral, intellectual culture, universal values and culture” [2, p. 70], and the concepts shared with the “existential” paradigm include “reflection and self-cognition” [2, p. 71]. In the anagogical paradigm, the place of “universal values” is taken by basic national values.

The anagogical paradigm shows the direction of education: the ascent toward an ideal, which is always a saint in religious culture, whose living (a temporary stay on earth) is seen as the first stage of eternal life. Thus, the anagogical paradigm meets the modern requirements of educational science which states that “education is aimed at achieving a certain ideal, i.e. an image of a person who is a priority for society under given historical and socio-cultural circumstances” [1, p. 10].

Learning about the life and personality of a saint as an educational ideal is still relevant in the postmodernist era. Holiness is not only treated as the sole and essential condition of an ideal, but also as its proof, which is used along with national recognition and centuries-long veneration by ancestors. A sound

advantage in the “ascent toward the ideal”, is a diversity of the host of the saints, ranging from ascetic monks to warlord heroes. Clearly, there is no point in acquainting a senior student who is going to become a lawyer with feats of a hermit monk. What is more relevant for him/her is the life of St. Yuri Novitsky, whose icon can be found in the church of the St. Petersburg State University.

To summarize the above, let us note that the anagogical paradigm is an optimal model in spiritual and moral education in the postmodernist era. By implying the spiritual ascent of man, it facilitates the development of a motivation for lifelong self-education and self-improvement, and provides time proven ideals that are enshrined in religious and cultural traditions. By drawing upon these ideals, an individual can get self-determined, and find the right decisions in different situations of life by relying on the experience of the nation with which he/she identifies him/herself.

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A PERSON'S IDENTITY IN THE CONDITIONS OF LIFELONG EDUCATION

T. H. Deberdeeva

Education is a social activity of society which integrates various social institutions (family, religion, culture, media, etc.) around one main task. This task, according to the opinion of the authors of the federal state educational standards (which was repeatedly mentioned by A.M. Kondakov), with other options of articulation of the tasks, includes forming Russia's future.

"We should not just confidently develop, but also preserve our national and spiritual identity; we should not lose ourselves as a nation. We must be and remain Russia." (4) It is not possible to continue to be Russia, causing the movement of Russia towards a civilian open society, without solving the problems of personal identity. "Generally speaking, it is the social construction of the personal identity as a man of peace and a citizen of the country which acts as a mission of social and cultural modernization of education." [1, p. 22] This requires consistent development and transformation by the person of different modalities of his/her civil life in modern society, i.e. the "multiple selves" which are mentioned by A.G. Asmolov. Today we find ourselves in an environment where the number of a person's identities increases dramatically. It includes not only civic identity, but also a political and regional identity, professional and social identity, gender, ethnic, religious, network, and family identity, etc. "The diversity of identities is one of the key objectives on which today's education should focus." [see: 2] However, focusing on multiple identities, the authors of standards offer the Russian identity as a mission of a contemporary school, i.e. "formation of a personality of a future Russian citizen, as an essential condition for strengthening Russian statehood." [3, p. 1]

This mission involves climbing the expanding circles from the cradle and one's local homeland to the Motherland and the whole of mankind. Culture ("basic identity") is the core thing in this route. Cultural identities (including ethical, national, religious, and civilizational) play a key role in understanding by a person of himself, in further self-identification, which lasts during a person's whole life, and is an ongoing, open process.

The following structures are offered as the components of Russian identity:

1. Ethnic and regional identity. In its structure it is possible to separate several layers: regional ethnicity, national identity, and ethnic identity. At this stage, in the elementary school, there is a clear need of forming a person's tolerant conscience.

2. Civil identity – the formation of a person's identity as a citizen of one's country, development of civil patriotism and love for one's motherland [1, p. 37–38]. Obviously, in the process of forming civil identity, a conflict between its elements may manifest itself (between patriotism and civil qualities) which cannot be brought together. At this stage in the secondary school, the need for development of a tolerant culture becomes even more apparent.

3. Universal identity – studying the products of world culture and the general history of mankind, gaining universal values, the achievements of science and technology, and human values which make a person close to all of mankind. Finding this identity is a delayed process which is possible in a secondary school

only in rare cases. Self-understanding as a man of peace, a member of the community “people of Earth” and “mankind” requires a very high level of development of personal culture and a high degree of inner freedom and tolerance. From the perspective of a particular person, identity is a need for ordering one’s life, which a person can only do by being part of a community of other people. To do this, a person should voluntarily accept the dominant elements of consciousness, norms, values, tastes, habits and other means of interconnection adopted by other people.

Not accidentally, A.M. Kondakov recalls the Soviet Union, after the collapse of which “the guidelines, to which our society adhered in the formation of values of the younger generation, have disappeared” [3, p. 1]. An open society brings together a variety of people with different perspectives and different interests. There are no common values accepted by people in this society of growing uncertainty, which, on the one hand, complicates the formation of the identity, and on the other hand, opens a variety of options (ways, methods, samples) of self-identity. In the existing space of choice, the problem of expediency and self-restraint seems important. A child, often not being a subject, not having specific goals, being in the process of understanding meanings, undergoes the risks “to be drowned” in a sea of opening opportunities, in the process of trial and error, in the process of self-understanding. An adult who is sincerely interested in the future of the development of a young one’s personality should become an assistant, a counselor, and a friend in this process.

Under the conditions of the total crisis of the family, which modern Russian society is experiencing, and the lack of a coherent consistent system of impact upon the younger generation built by the government and the society (ideas, meanings, goals, objectives, behaviors, etc.), the mission of identity formation, according to the opinion of the authors of the standards, rests with the teachers. Certainly, the Institute of Education is the most important factor in the formation of new life standards of a person. However, it is hardly possible to limit the space of self-identification to just the space of formal education.

Networking teenagers, communication and behavioral strategies in social space, private conversations, watching movies and reading books: these manifestations of formal and informal education and a person’s development also (and even more) affect the process of self-actualization, and define the space of choices in the self-identification process. But, unfortunately, this process cannot be controlled by either parents or teachers. And being in “free floating”, the identification process becomes contradictory and can have such negative consequences as self-identification as part of representatives of dubious subcultures (for example, Goths or emos) or a complete lack of understanding of oneself, which can be manifested in a suicidal mood, which, unfortunately, is quite common among teens.

Total control, and narrowing the space of choice goes in contradiction with the principle of openness. A person constantly faces choices in his/her life, and is always in the process of self-determination, self-identification. A person should know how to make a responsible choice and be responsible for its consequences. Thus, work focused on self-determination of a child should be made in an educational institution (preferably, also in a family) at the early stages of personality development.

The first step in the formation of a child's identity shall include gaining knowledge. It is still difficult for many Russian teachers (at the psychological level) to acknowledge the fact that a cognitive approach, being the first one (as a keystone), is not the only one or the key one (especially, the last one). Otherwise, the "end result" will be an "educated kidult". The second step is to achieve a connotative level (recognition of values at an emotional level): the presence of an emotional and positive attitude to culture, traditions, history, etc. The third step includes the axiological level (with the following values): respect, recognition, availability of the developed system of universal values, etc. And finally, the fourth step includes the behavioral level - implementation of behavior patterns and a life strategy in general.

Accordingly, the methods of working with students on the implementation of a certain "step" are different, ranging from theoretical to social projects and social actions. Of course, the teaching skills imply an impact upon a child in a game-playing form, with great respect to each individual and recognition of his/her capabilities and high potential.

Describing the interaction of an adult and a child, Daniel Pennak, in his book "School Suffering", not incidentally uses the image of an orchestra, in which "each schoolchild plays his/her own instrument – there's nothing to be done with it". The thing is to get to know our "musicians" in the best possible way and to achieve harmony between them. A good class is not a regiment, keeping up, but an orchestra playing a symphony. And if you have a triangle in the orchestra, which only says "ding-ding", or a jaw harp, which produces nothing but "bang-bang", the most important thing is to make them start, when it is necessary, and to make them sound as good as possible, to make them the best possible triangle and jaw harp, so that they could be proud of their contribution to the common business. And because the wish to reach universal harmony, anyway, makes them all move forward, even the triangle eventually will play good music, though not as brilliant as the first violin, but it will be music nevertheless. The orchestra music – here everybody can build his or her own path of self-identification, followed by self-realization, in the conditions of an open lifelong education with various methods, forms and content.

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HUMANISTIC EDUCATION AND DEMOCRATIC VALUES OF CIVIC EDUCATION CLASSES IN SERBIA

B. S. Jevtić
M. D. Ivanović

In the process of educating young learners about democracy and in the process of preparing them for life in a democratic society, school, as an agent of socialization, has a relevant and a dominant role. Civic Education has the primary role in the development of democratic values and in educating young learners for life in a humane society. Our work follows the theoretical and methodological orientation of humanistic education through the prism of democratic values which are common among the adolescents. Through explication of well-founded theories about the indicators of the democratic values, with theoretical positioning and qualitative research, we have been studying the importance of dialogue, tolerance and adolescents' participation in school activities and in extracurricular activities. As a part of our theoretical interpretation, we have also pointed out new tendencies and perspectives in studying the values which reflect the Civic Education teaching in Serbia. Our conclusions on the existing practice show the necessity of preparing young learners for specific actions which will have democratic values as its goal, for the purpose of humane education. Our work offers new information about group activities, ways and methods, about forms of communication which contribute to the encouragement of more efficient Civic Education classes, while recognizing that there is a lot subject matter for new researches here.

Civic Education is an integral part of social and moral education. Knowledge of democracy and humanistic values is acquired through Civic Education classes, an optional subject, in secondary schools in Serbia. Teaching of Civic Education started with 2001/2002 school year with one class per week and 36 classes per year. The program is based on integrationist theories of development, and in large part it relies on similar European programs for development of democratic and civic society (Gajić, 2009).

Educating students about the human rights is not just a collection of principles and rules, but it also includes a process of development, adapting to new problems and giving answers to new challenges (Gollob, Krapf & Weidinger, 2010). In essence, it overlaps and intersects with education for peace, tolerance and similar goals, so the accent is on overall humanity, on a need to respect others, on avoiding prejudice and on constructive solving of problems (Joksimović, 2003). Common purpose of this type of education is to give support to young people to develop key values of respecting others, respecting the human rights and responsibilities, as well as non-violent resolving of conflicts and to understand protection of well-being and welfare through national and international laws. The most important challenges in advancement of education of democracy and human rights are: 1) focusing of schools and universities on their primary mission in democracy and that is: to prepare young people to become informed and responsible citizens, and to demand support for educating young people about democracy and human rights from government and non-governmental

organizations; 2) on improving the quality of education about democracy and human rights by giving opportunity to citizens of all ages to learn the fundamental principles and concepts of democracy, to develop civic skills and to take part in leading their schools, universities and communities; 3) development of real understanding of international community, governmental and non-governmental organizations that are a part of it, as well as understanding of how and why, and in which way are global questions solved and how it effects well-being of an individual, his local community and his wider social community and the sovereign states; 4) securing availability of education about democracy and human rights for groups for which it has been neglected or inadequate, for full realization of their civil rights and responsibilities (Branson, 2002: 11-12).

The most important characteristics of a democratic personality are: tolerance, fairness, autonomy, responsibility and critical thought (Joksimović, 2003). In the Republic of Serbia democratization of education has a key role in the whole social and political transformation towards democracy. Gajić (2009) states that this whole process demands a change level of the system, program and institution of school, in accordance with basic democratic principles : principle of equality (fairness, availability and acknowledgement of the rights for all) and the principle of participation (freedom of expressing one's opinions, freedom of choice and active participation in decision-making with acceptance of responsibility). Participation of students implies continuous process of active involvement and exchange of opinions with others (peers or adults) for making decisions about questions and activities for which students are competent and which concern them (Gollob, Krapf, & Weidinge, 2010). By participating a child learns: to express his opinion, to accept another's opinion, to choose freely between different possibilities before he makes a decision; to ask, receive and give information in different ways; to learn about ways of organizing, about techniques of cooperation and problem solving as well as taking part in all the activities and procedures that concern him (Marinković, 2006). The accent is put on the development of abilities to reflect, to lead a dialogue and argumentation, on which processes of evaluation and critical thought that demand the ability of constant change of perspective are, based (Moss, 2007).

Civic Education program in secondary schools in Serbia is conceptualized in such a way that it encourages acquiring of democratic values. It also deals with the question of nature and ways of regulating relations within a group or a community; it deals with attitudes towards other people or groups; it deals with ways of expressing one's own opinions and intercourse with other people and it especially teaches non-violent communication and techniques of peaceful solving of conflicts.

What must the teachers in Serbia do and teach? Teachers should take the human rights as a pedagogical guideline, which will reflect on their way of teaching, choice of a method, learning environment and concept of the student as an individual with his own dignity and unalienable rights. It's not only the teachers who cover the subject of human rights during their lectures who should redefine methods in the realization of Civic Education classes, but also the teachers who don't have that possibility and who have been educated on human rights and who believe in a necessity of education about the rights and responsibilities, and who might, perhaps, try to find a more modern approach (Jevtić, 2012).

If school succeeds in improving the learning environment, led by the spirit of tolerance, equality and free discussions, young citizens will, as a result of that experience, expect from the society to abide by the same principles. A living example prepared by the teacher is of an exceptional importance for the development of democracy and of more tolerant school environment. Obviously, education about the human rights which follows already mentioned guidelines is in no case a routine, it implies a process of learning and a constant effort to sustain and improve itself. It starts another question:" How can the education about the human rights and responsibilities be evaluated?"

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PHYSICAL FITNESS AS A COMPONENT OF PEDAGOGICAL PROFESSIONALISM OF FUTURE TEACHERS

N. Yu. Dudnik
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In the conditions of social-economic transformations in society, the task of professional training of teaching staff is priority number one among the strategic areas of modernization of the national education system. Different aspects of formation of professionalism of future specialists are considered in philosophy, sociology, psychology, pedagogics, acmeology and other humanities. The holistic approach to studying the problem is ensured by the need of contemporary schools for professional teachers.

Pedagogic professionalism must be considered in a wider context than an aggregate of professional characteristics and qualities of one's personality meeting the requirements of a teacher's profession. For example, L. Kondrashova notes that the content-related side of the pedagogic professionalism comprises not just the professionally significant qualities of the teacher's personality but a set of certain means (intellectual, moral, spiritual) that provide the teacher's pedagogic impact on the students and their interaction [1]. Sharing this point of view we think that pedagogic professionalism should be understood as a complex characteristic, systemic personal education combining professional knowledge, skills, techniques, and personal qualities reflecting the specific features of teacher's labour and the means acting as the aggregate force of solving professional-pedagogical problems. The specific features of the teacher's profession imply that achievement of the high level of professionalism is closely linked to a person's personality growth. Formation of a professional teacher is only possible as a result of unity of his professional and personal growth, which is impossible without achieving a sufficient level of physical fitness (its cognitive, personality-motivational and activity-related components).

Physical fitness is a person's activity aimed at strengthening one's health and developing physical abilities. Physical fitness is an aggregate of values, knowledge and norms used by the society for developing human physical and intellectual abilities. Physical fitness is an important means of education of a many-sided personality harmonically combining spiritual wealth, moral purity, and physical perfection. Ya. A. Komensky, J. Locke, K.D. Ushinsky and others wrote about the need for physical education of a personality, about the role of physical activity, and its exceptional significance for a person's intellectual and emotional development.

According to the present research, only 6% of students remain healthy by the time they receive higher education. About 45-50% of children finishing comprehensive school have morphofunctional deviations, and 40-60% have chronic diseases; one third of graduates have restrictions in the choice of a profession. Over the years of studies at the university, 20-80% of students develop

disorders in 2-5 systems of the body [2]. The wide introduction of technical means of education and computer technologies in academic process, the growing volumes of teaching information, social-economic conditions of students' life, the low level of self-organization, the inability of most future teachers to work out and keep regular hours have a negative impact on young students' health. The reduced muscular exercise, insufficiency of time and desire to do physical exercises and sports, and growing neuro-psychic loads promote lower working efficiency, resistance to cold-related diseases, and general unsatisfactory condition of health.

The reduction in the hours for physical education within the academic program conditions the need to organize work in extracurricular time. All the more so since the physical activity of most students is actually half as much as the physical need, according to the results of interviews. To maintain one's health and high working efficiency, a student must make 21-30 thousand steps per day or work out for average 1 – 1.5 hours per day. The results of the survey have shown that 20% of the people interviewed do physical exercises 3 times a week and more, 50% do them exercise twice a week, and 10% do them once a week, while 10% of respondents don't do them at all. To overcome this situation, during physical education classes, attention should be paid to theoretical training of students regarding a healthy life style and its influence on the life and professional activities of the person. The cognitive component of the physical fitness of students is formed due to the use of discussions about the significance of physical and emotional health for a future teacher, formation of such physical qualities as stamina, strength, agility, and flexibility, five-minute theoretical training on the topic "In the world of sports today" during classes as well as meetings with well-known sportsmen of the region and physicians in extracurricular time.

The formation of the value-motivational component of physical fitness of future teachers is expressed in the attitude to one's health, positive perception of the need for systemic physical exercises and healthy life style, and in formation of the desire to do physical exercises and sports. To develop a positive motivation for systemic physical exercises in students, one must show their significance, and explain the influence of various kinds of physical exercises on different systems of the body. An important form of work at this stage is talks with students and the teacher's personal example.

The activity-related component is manifested in the student's practical willingness to do systemic physical exercises for self-improvement and self-development, in the ability of rational planning of one's working day, of choosing the optimal methods and means of a rational schedule of work and rest. Higher physical activity of students is promoted by the use of game-based forms of work, involvement of future teachers in organization of and participation in mass sport events, the possibility of choosing sections for exercises in extracurricular time (step-aerobics, bodyflex, Oriental dancing, football, basketball, weightlifting).

The efficiency of formation of physical preparedness for professional activities in future teachers can be increased provided a number of pedagogical conditions are met: a process approach to implementation of the model of physical education (setting of goals, lines of activity, tasks, choice of particular methods and

forms of work, monitoring the results of activities) for systemic control and adjustment of the process of formation of physical preparedness for professional activities; formation of the need for physical exercises and positive motivation to physical self-improvement, and creation of a favorable psychological climate during classes. The systemic work aimed at increasing the level of physical fitness of future teachers contributes to both the improvement of their physical condition and development of the skills of the healthy life style, and has a positive impact on the emotional-moral sphere, which, in its turn, increases the efficiency of pedagogical labor.

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HUMANIZATION OF THE TEACHER'S PERSONALITY DEVELOPMENT

M. Zhumaev

The educational system of the Republic of Uzbekistan is the main source of multiplication of the intellectual potential of the society, and an initiator of the solution of topical issues. The key place in the system is taken by the teacher, his professional socialization and activities determining the priority direction in the theory and practice of education and character building. The present multilevel structure of higher education in our country sets the goal of extending the possibilities of higher school and satisfying the various cultural and educational demands of the personality and society, ensuring higher flexibility of the general cultural, scientific and professional training of specialists in conformity with the changing needs of the economy and the labour market. The major tasks of bachelor and master training are forming awareness of the personal and social significance of one's profession, assimilation of various ways of cognition and understanding of the surrounding world, fostering an understanding of the role of science in social development and use of modern methods of search, processing and use of information.

Humanization of education is a condition for a person's harmonious development and for enrichment of his or her creative potential. The traditional learning process, however, deprives students of an interest in learning. This is the tough determinism of the educational process where every step of the student studying a subject is predetermined and time-limited, and the refined initial material is selected and simplified information under the guise of the ultimate truth, thus excluding any demonstration of the attractive side of science. This is, eventually, an obsolete control method where the learner is to have knowledge but very few skills of generalizing, analyzing, creative application and just apprehension of this knowledge.

Humanization of the contents of the training of students of pedagogical departments creates conditions for them to assimilate the achievements of human culture in general. Assimilation of a culture and development of one's personal professional experience require an appropriate methodological training of the primary school teacher that would allow assimilation of that culture, making it one's personal asset and transferring its wealth to the children. The teaching of students of pedagogical departments must become the foundation for training of future teachers. The future primary school teacher should understand the level of intellectual development of the child who comes to the teacher after kindergarten (or home education) and should know the level to be achieved by the primary school student after completion of primary education in order to continue studying successfully in secondary school.

School practice shows that awareness and consistent implementation of the successive links in teaching mathematics at the interface of primary and secondary education represents a considerable difficulty for the teacher. Due to the specific features of present professional training and the contents of the activities, the primary school teacher often fails to understand the specific features and methods

of teaching mathematics in secondary school. The primary school teacher must view the teaching of mathematics in perspective, have a deep understanding of the ways students gain knowledge and, accordingly, make a proper assessment of the assimilation of the material by junior students, taking into account the requirements set for students' training at the next stage of learning. Alongside studying the fundamentals of science, a priority is the formation of the skill of applying this knowledge to the solution of problems arising in the process of activities and to the resolution of different problem situations, as well as the assimilation of the ways and methods of gaining knowledge. Hence the new goals of students' training are primarily oriented towards the formation and development of thinking. The objectives for training students, generally speaking, set by the teacher of a pedagogical university are perceived by the student as his own and, thus, this training becomes more successful. It comprises not only knowledge reflecting the fundamentals of science but also knowledge providing an opportunity to achieve the set goals. As to the method of control of the methodological training of pedagogical students, it should be changed as well. Priority should be given to control of skills based on the knowledge of a particular subject. This control should be continuous, open and democratic.

Thus, we have a picture of the training of students of pedagogical departments to develop the creative personality of primary school students. Government documents related to education pay substantial attention to the training of the primary school teacher; their activities are aimed at achievement of the developing effect of subject-based teaching, observing the principles of humanization, humanitarization, integration, democratization, individualization, and differentiation of the educational process. The idea of individual training of a specialist is under discussion.

Practice shows that students' training fails to conform to the new principles of implementation of higher pedagogical education and insufficiently reflects the changes and prospects of development of the primary school – the sphere of future activities of pedagogical students. Thus, there is a need for holistic research dedicated to training of pedagogical students as the major task of the educational process, which meets the present day requirements.

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FORMATION OF THE CULTURE OF CREATIVE THINKING IN FUTURE TEACHERS IN THE SYSTEM OF LIFELONG LEARNING

G.N. Ibragimova

The fundamental changes in the life of society, and formation of a new sociocultural, moral world outlook has set the task of educating a many-sided creative personality before educational institutions. The diversity of natural conditions and world outlooks complicates application of the sociocultural model in the educational process. When choosing a particular educational paradigm one should use the possibilities of the sociocultural model. This problem is more complicated in the conditions of multicultural Uzbekistan. Being a creative, constructive personality capable of revealing one's possibilities, a specialist carrying out his activities in the conditions of a multicultural society must be aware of all the values available in the life of a multicultural society.

The goal of an open educational system is to create conditions for the students to become aware of the essence of the training process. This process involves self-development, and fulfillment of the creative abilities of a future teacher. On this basis, conditions are created for the future teacher to determine his status and fulfill his abilities. Future teachers must assimilate not only ready knowledge and skills of professional activities, but also the capacity for searching for, creating, and choosing their variants. Teachers of higher educational institutions become the subjects coordinating the students' creative activities, consulting, and contributing to their learning of creative activities. It is impossible to achieve the required efficiency using traditional pedagogical methods.

In the process of formation of the experience of creative activities in future teachers, the training information undergoes serious changes in terms of content. The content of the subject must be based on the principle of creation of favorable conditions for the development of creativity in students rather than rely on the subject-specific principle. It is necessary to change the applied pedagogical technologies. In the process of his prospective pedagogical activities, the teacher must strive to achieve all-round development of learners and have the experience of creative pedagogical activities. Preparation of future teachers for creative activities also presupposes the change of the object of the pedagogical impact. Subject-subject relations acquire special relevance in the open educational system. Today society feels a special need for teachers capable of intensive creative activities, fast understanding of innovation, and manifestation of a creative attitude.

One of the circumstances complicating the solution of these pedagogical tasks is the fact that a lot of students enter higher educational institutions having already acquired certain professional skills in the process of studies in a vocational college. They are prone to an independent search for the information of interest. However, they have insufficiently formed skills of selecting this information in terms of its value and essence; they perceive reality differently by means of different information media. Students strive to adapt to social life copying representatives of different cultures.

Today the forms, methods and means of pedagogical communication have changed drastically. In the process, personality-oriented teaching conditions are created for the learners to show their originality. The long-term observations and analysis of literature provide grounds to assert that in the course of the personality-oriented innovative educational process the teacher must have the following skills in order to achieve the set goals: (a) skills of creating pedagogical situations for the learners to reveal themselves as the subject of activities; (b) skills of designing and applying didactic situations enabling the students to see the consecutive connection and logic in its content on the basis of the available knowledge on the subject; (c) experience of a respectful attitude to different cultures and interests of the learners, and tolerance; (d) skills of making a scientifically reasoned choice and effective application of the forms, methods and means of development of the scientific, moral and cultural world outlook of the learners in the activities. Systemic assimilation of these skills requires consistent development of creative activities of future teachers.

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IMPROVING THE MORAL AND PROFESSIONAL UPBRINGING OF FUTURE PEDAGOGUES

Sh. Kenzhaev

Studying the scientific heritage of our great ancestors and their introduction to the educational and upbringing process is the sacred duty of every creative personality. It is especially important today to study the cultural and spiritual heritage of the past from the perspective of folk pedagogics. Therefore, it is also very important to generalize and study the historical and pedagogical materials that are generally known as folk pedagogics. Studying the Uzbek folk pedagogics as well as the traditions of discipleship holds much significance in the moral upbringing of our youth.

The process of forming a pedagogue's personality is not only an accumulation of knowledge, experience, skills and know-how, but also the individual improvement of a pedagogue's spiritual, moral and pedagogical qualities. Raising the younger generation with well-rounded personalities is one of the principal tasks of education. It is not by chance that shaping a spiritually rich, morally wholesome and harmoniously developed personality is one of the major priorities when implementing the idea of national independence. I.A. Karimov, President of the Republic of Uzbekistan, described the substance of the national social program aimed at improving the quality of the upbringing and education of young students in our Republic as follows: "When I speak about a healthy generation, I mean, first and foremost, a generation that is not only physically healthy but also possesses a healthy spirit and mind, is steadfastly faithful, educated, cultured and loves their Motherland" [1]. As the future of our country, the current generation of youth must possess a high spiritual and moral culture based on national and universal human values.

Training students in pedagogical disciplines requires a special approach. First and foremost, one must shape a positive attitude to the pedagogical profession itself in future pedagogues. This presupposes the enhancement of the status value and authority of the profession of a pedagogue as well as creating conditions for the development of the personality of a teacher who is ready not only to live in dynamically changing social and economic conditions but also to influence the outside world in an active and positive way. The upbringing at a higher educational institution must be oriented toward the development in the future specialist of patriotic feelings, professionalism, culture and competitiveness. Carrying out the well-rounded development of young specialist, including future pedagogues, requires the close integration and interpenetration of the main directions of upbringing so that they amount to an integral, holistic process. Each of those directions is aimed at forming a certain subsystem of qualities in a developing personality.

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Many educational institutions in our country are now implementing the concept of lifelong pedagogical education. Our college is among them. Lifelong improvement of teachers' professional competence includes participation in the methodological work of the college. The methodological work of an educational institution can be seen as an in-house professional skill improvement, a condition of creative activity and a school of teacher's skills. Teachers can development their professional competence through (a) training through professional skills improvement courses, including by distance learning. (b) active participation in staff meetings, workshops and conferences. (c) participation in various competitions and research activities with subsequent publications. (d) generalisation and dissemination of experience. (e) evaluation. (f) performance reports. (g) application of up-to-date teaching methods, forms, types, means and technologies.

I would like to focus on the improvement of pedagogical competence as the guideline for methodological work in our college. The methodological work of the college aims to create the conditions for lifelong improvement of the professional competence of the faculty. The teachers' methodological work results in Open Days, demo lessons, competitions between the classrooms in terms of improvement of their equipment over the academic year, and the demonstration of innovations and the goals set for the next period. The demo lessons and the new methodological equipment demonstrated show the advantages of this or that type of lesson, establish inter-subject links, and introduce new methods.

The Karaganda Humanitarian College improves its faculty's professional skills through (a) holding integrated lessons; (b) course training; (c) participation in problem-focused workshops, conferences and competitions. Every teacher works on their own methodological subject. Being involved in self-education and attending colleagues' lessons, teachers creatively comprehend their professional experience and share their pedagogical findings with colleagues. Our college has a good tradition of organising subject-oriented weeks and Days of Education, when our teachers give demonstration lessons to their colleagues and hold general creative events. In November 2013, our college held a week of the Central Methodological Commission of Russian and Foreign Languages, when teachers held integrated demonstration lessons. Every teacher has some experience of holding integrated lessons. Although they take a long time to prepare, the effectiveness of such lessons is very high. The interconnection of two subjects should look harmonious and be understandable for the students. Integrated lessons are often accompanied with discoveries and findings. In a certain way, it is a research activity. Such lessons are the best way to disclose the teacher's creative potential. Not only is it a new stage in the teacher's professional activity, but also a remarkable opportunity for him/her to attain a new level of relations with his/her class. Integrated lessons are aimed at the development of the student's image thinking.

In addition, professional competence is improved through the application of up-to-date teaching methods, forms, types, means and technologies. Today, those innovative methods mostly involve the application of self-education ICT. The

Karaganda Humanitarian College provides all the necessary conditions, such as multimedia and the internet. The use of video and computers in English lessons increases learners' motivation, exhilarates students, and provides good control. My preferences are for the video training course by Dmitriy Petrov, entitled "*English in 16 hours",* which I use on a regular basis. The students enjoy watching video lessons, where famous people show their skills in the English language and study new vocabulary and grammar. Having watched the video, my students and I process the information in more detail.

A teacher should first of all understand that lifelong education is an opportunity to keep up to date by mastering advanced teaching techniques. Every teacher is engaged in lifelong education throughout his/her pedagogical activity. In my opinion, a teacher is a person who is skilful in his job, and loves his occupation, the subject he/she teaches, and certainly children. A teacher takes the events taking place in his/her profession close to heart, always pursues creativity, develops him/herself, sets new goals, and attains them, which cannot but improve the educational process. Then, his striving for improvement initiates a new search, new plans and new ideas that keep the teacher sharp. After all, it is only a keen person turning on the heat that can carry children along. Our life consists of small and big deeds. We begin something new, and every time we are happy when our ideas work!

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THE CIVILIZATIONAL ASPECT OF DEVELOPMENT OF PATRIOTIC EDUCATION

I. D. Lushnikov

Patriotism is a universal human value. Every nation has a historical attachment to their land, the feeling of involvement in the destiny of their country, and readiness to protect it. Not a single nation in the world would be indifferent or would have ill feelings to their native land and ethnic culture. Patriotism is a genetic quality of the people manifested in different times and different nations under the influence of different motives and in various forms.

History shows that when the great, as it is, phenomenon of “patriotism” closes on the national interests, it may turn into nationalism which, in its turn, turns into chauvinism under the guise of superiority over everything that is different or alien, which often results in sufferings and troubles for nations. With the potential means capable of destroying life on Earth growing, the time of prosperity of the traditional, local patriotism, closed to national interests and separated from the interests, mentality, and way of life of other nations, has ended. It is time for a transition from national patriotism to national-civilizational patriotism.

We would like to draw the reader’s attention to the very notion of patriotism. In the national spiritual culture, patriotism has traditionally been understood as, first and foremost, love for one’s Motherland. One cannot say, however, that the understanding of patriotism with a focus on love of one’s Motherland has been historically fully justified. It is easy to use the psychological notion of “love”, but it cannot be empirically and convincingly recorded in the evaluation of such a life-changing phenomenon for the country as patriotism. Priority should be given to the moral feeling of responsibility to the Motherland for the destiny of the Motherland as a steady result of character building, rather than to the psychological feeling of love capable of easily evading. In our opinion, patriotism is allegiance to the homeland based on the conscious responsibility for the destiny of one’s country, on the love to one’s people, and on one’s personal practical activities for the benefit of the Motherland.

This understanding of patriotism unites its different conceptual sides as a spiritual phenomenon: the value-based side (homeland as the leading conceptual value), the moral side, acting in unity with the mind and convictions of the person (conscious responsibility for the destiny of the country), the emotional side (love for one’s people), and the action-based side (practical action for the benefit of the Motherland). Their synthesis is represented in the notion of “allegiance to the homeland” contrary to treason, betrayal, damage and harm to the interests of one’s country. The leading criterion of identification of patriotism is practical action for the benefit of the Motherland.

According to the definition of A.A. Gritsanov, civilization is “one of the heterogeneous states of the society in its change in real historical time” [3, p. 1203]. A separately taken civilization is a relatively closed, self-sufficient public organism – this idea of civilization became popular in science in the XIX-XX centuries. As a subject of the civilization it lives in, the nation living in it,

assimilating its way of life, and spiritually powered by it, is simultaneously its keeper, protector and creator of the national-ethnic culture, its basic values. In every epoch the nation introduces new values into its own civilization, continuously developing it and enriching the contents of what is protected, defended and valued by it. The contents of patriotic education develop organically with the development of civilization.

Our epoch is no exception. A specific feature of our time is the openness of world space for mutual communication among nations. The growing information flows, and the emergence of increasingly advanced means of its high-speed transmission have a decisive impact on social-economic life, on man's position up to full control of man's life activities. Time dictates the vital need for the principles of openness in international affairs, and sincere peacefulness, accounting for the values of every civilization with its specific features and universally growing dignity of the individual and nations. As a response to it, as a need of the people's spirit, the system of civilizational values must include justice, equality, respect for other people's culture and its bearer – the individual. These values come to the fore in the development of the modern civilizations of all nations, in communication between peoples and states. They are designed to ensure peace and life on Earth – the only conditions of prosperity of the contemporary civilizations and, consequently, of human well-being. The predominant value-based orientations in the traditional meaning of patriotism are to be supplemented with new value-based orientations creating the extended, civilizational meaning of patriotism. Nationally closed patriotism should be transformed into a national-civilizational one.

These values are in good agreement with the specific features of the Russian civilization, with the mentality of the Russian man, with such traits of his character as conscientiousness, openness, and peacefulness. In this respect, Russian civilization has all grounds to capture the civilizational values of patriotism in the system of its relations with other nations, and to show the promising way of their unity and prosperity to other civilizations. These are not the ambitions of our people, but rather the need of progressive movement of all civilizations for the well-being of their own country and saving Earth's civilization from growing threats. The civilizational values of patriotism, such as justice, equality and respect for what is different are the values of high level generalization. They may be formed in people only as a result of organized, conscious and continuous education since their childhood, when they gradually and consistently enter the axiosphere of the personality and become simple and natural in the life practice.

In December, 2013, we conducted research in the general educational organizations of the Vologda Region to determine the level of patriotic education of learners. The Internet-survey covered learners of the fourth, ninth and eleventh grades of all general education schools of the region: a total of 23,130 respondents. We developed a closed-type questionnaire to identify the value-patriotic orientations revealing themselves in knowledge, relations and personal practice as applied to different spheres of human social communication. One of the spheres was the sphere of "Nations of the World" when the student was placed into the position of a subject of international communication with the material comprehensible for his age. One of the questions was related to knowledge, and another – to the attitude to the presented facts, while one more was to the personal

choice of the proposed kinds of practice. Every question had answers with a different value-based orientation: positive (patriotic), neutral and negative. This was identified as a result whose place in the individual's consciousness is taken by the value-patriotic knowledge, value-patriotic relations, and value-patriotic practice. In the Nations of the World sphere of social communication, the topic of Fairytales of the Peoples of the World was selected for the 4th grade, Universal Human Values (Science) for the 9th grade, and Mutual Relations between Russia and Peoples of the World for the 11th grade.

The following conclusions can be drawn based on the results of the research: 1) with 4th grade students the patriotically significant knowledge, attitude and practice look relatively proportional and at a good level; 2) as the life problems faced by students with age (9th and 11th grades) objectively become more complicated, the disproportion between patriotically significant knowledge, attitude and practice grows; 3) at the same time, the results of the research show that even given the insufficiently organized and focused work with students of our school in instilling patriotically value-based attitudes to other peoples of the world in them, the positive knowledge, positive attitude, and choice of positive practical actions in every grade was above 50%. The susceptibility of our children, teenagers and adolescents to the fair, equal, respectful communication with other peoples of the world evidences the potential of civilizational development of patriotic education in our country.

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THE CONCEPTS OF EDUCATION AND TRAINING IN THE TRANSFORMATION OF VALUES OF PARENTS AND EDUCATION OF CHILDREN IN MODERN RUSSIA

V. V. Makarova

This report presents the results of a study which focuses on: firstly, describing the content of such concepts as "education" and "training" in the Russian language in the beginning of the 20th and 21 centuries, to be able to, according to Anna Wierzbicka, "by means of thorough study of a part of such (key – V.M.) words, to say something significant and non-trivial about this culture" (Wierzbicka, 1999); secondly, we tried to detect differences in the use of the concepts of "education" and "training" in the Russian language in the beginning of 20th and the beginning of the 21st centuries, and thus, to reveal the transformations in value orientations of Russian culture.

Methods. The study was conducted in line with cognitive linguistics. Accordingly, we analyzed not only the meaning given to the words "education" and "training", not only the use of these lexical items in texts, but rather we explored the concepts of "education" and "training", understood as the concept of (following the cognitive scientists) "mental education … carrying comprehensive, encyclopedic information about the reflected object or phenomenon, about the interpretation of this information by the public and the attitude of the public to this phenomenon or object" (Popova, Sternin 2007, 24). So, we were interested in an interpretation of the concepts of "education" and "training" by the public consciousness.

The study was based on the *materials* of "the Russian Corpus of the Russian Language" (http://www.ruscorpora.ru/). For the analysis, we have chosen examples from the main corpus (i.e., texts of various genres in adequate proportions). A search of examples was done based on the initial form of the words "education" and "training". The search was narrowed down to the following timeframes: search of examples from texts written between 1900 and 1914, and from 2000 to 2014. In total, we analyzed 400 examples: the first 100 examples from the results according to 4 requests: "education" – from 1900 to 1914, "education" – from 2000 to 2014, "training" – from 1900 to 1914, and "training" – from 2000 to 2014.

The concept of education (1900–1914 vs[1] 2000–2014). For the purpose of a correct comparison of the research results we used «tertium comparationis» (third for comparison), which was represented by an artificial construct made of the following list of parameters: which words are the attributes of the word "education", which definitions are given to "education", synonyms of education, the way of performance of the education process, which factors influence education, which factors are under the influence of education. But in order to save space in this report (and the reader's time) in the text below we talk only about some comparison results. We bring the complete data for assessment by the public in the genre of an oral presentation at the conference "Lifelong Education: Continuing Education for Sustainable Development", which takes place on May 30 – June 1, 2014.

[1] VS – an abbreviation of the Latin word Versus – against (notes of the science editor).

So, education – what can it be like? First of all, our attention was caught by evaluative signs. In the early twentieth century bad education was characterized by such symptoms with negative connotation as: “wrong”, “very mediocre”, “forced”, “superficial”. In the beginning of the 21st century words were used such as “bad”, “tough”, and “stupid”. Evaluative signs with positive connotation are as follows: in the beginning of the last century, good education included such education as “diligent”, “properly delivered”, “elegant”, “serious”, “delicious”, “decent” and so on. Nowadays, good education is “right” education, “excellent” education, “good” education, etc. In terms of quality, one cannot but notice a decrease in the style of speech in the discourse in which the topic of education is addressed. In terms of quantity, it may be noted that in the texts of the early twentieth century, we found almost 2 times more micro contexts (35 to 17) in which the phenomenon of education is given any evaluative sign by the speaker. Does it mean that we are now less interested in the relation of the results of education with such categories as good or evil?

Nowadays, in contrast to the discourse that took place a century ago, as evidenced by the selection of examples, education can be called “patriotic”, “intercultural”, “Soviet”. Nowadays we can also meet such phrases as “sex education” and “the right of parents for education of their children”, that were absent in the discourse of the beginning of the 20th century. In the beginning of the last century the phrase “to send to receive education” was frequently used. The differences found, of course, are connected to a change of the political and economic system of the state and attitudes towards children (today, they are not ashamed to talk about the secrets of human reproduction and, conversely, they are ashamed to send their child to receive education). What are other differences of speaking about education in our days and 100 years ago? We did not speak before about reflection of the object of education in relation to the subject of education: “After all, children always take revenge against their parents for bad education, and an irresponsible attitude” (Anastasia Gulina. An ability to hear somebody else’s pain (2003) // “Bogatey” (Saratov), 2003.09.11 // http://www.ruscorpora.ru/). Earlier, when a speaker tried to define the term “education”, he/she concentrated on the inner content of this phenomenon. For example, education “is not development of obedience and training of memory”, it means “spiritual development of an organism in a certain direction prescribed by the law”, it means ways of types of “imitation as the inevitable ways of impact of parents”, it means a certain “family life”. Today the subject of a discourse in definitions of the term “education” is increasingly emphasized on the external factors: education is an “environmental impact”, education is not “personal and publically important business”.

The concept of education (1900–1914 vs. 2000–2014). For comparison of the research results we used “tertium comparationis” – an artificial construct consisting of the following criteria: which words are the attributes of the word “education”, synonyms of education, education as a value, education as an anti-value, the interrelation of education and material prosperity, and what are other conditions to receive education? In the text below we consider only a few results of a comparative study of the Russian concept of “education” in the diachronic aspect.

We can often see arguments that education is an asset of the people, both in the texts written one hundred years ago, and in the texts written today: “Nothing – and everybody knows it – can elevate a man so high as education” (I.E. Repin. Remote proximate, 1912–1917 // http://www.ruscorpora.ru/), “The fact that the number of people who wish to receive higher education is increasing every year, is confirmed by experts – directors of schools” (Y.F. Florinskaya , T.G. Roshchina. Life plans of school graduates from small towns, 2004 // “A man”, 2005 // http://www.ruscorpora.ru/). However, a modern subject of a discourse can question the value of education: “Nobody considers education as an absolute, as such” (Our children: Teens, 2004 // http://www.ruscorpora.ru/), “And any vulgar person can receive higher education” (V. Tokareva. My Own Truth // “Novy Mir”, 2002 // http://www.ruscorpora.ru/).

What signs of the “training” phenomenon are mentioned in texts of the early twentieth century and the beginning of the 21st century? First of all, education can be related to any stage in the educational system. For the Russian-speaking subject of discourse of the early twentieth century – this is “higher”, “initial” education, and in the discourse of the beginning of the 21st century, due to the recent changes in the field of enlightenment, there are such attributes of “education” as “unfinished higher education”, “secondary level education”, “vocational secondary education”, “vocational education and training”. Secondly, only nowadays have such definitions started to be used as “innovative”, “continuous”, “additional”, “free”, “advantageous”, “official” training. And, of course, the use of these definitions reflects contemporary reality: achievements of the scientific and technological revolution (hence, innovations in education, lifelong learning), the attitude to the non-material essence as to material ones (time is interpreted as money, and education - as an investment).

Education was associated with material well-being already 100 years ago, and nowadays education also is associated with this value. “The purse of your father is also worth of something, it can replace education” (V.Y. Bryusov. Betrothal of Dasha, 1913 // http://www.ruscorpora.ru/), as was mentioned by a Russian literary character 100 years ago. “The fact is that they also have certain losses – they have to spend time on education, rather than to make money” (A. Fenko. A student is always right // “Kommersant-Vlast”, 2002 // http://www.ruscorpora. ru/) – that is what a contemporary reader can read in a newspaper. But despite the similarity (the idea that education is correlated with a person’s prosperity), some differences should be noted: in the modern picture of the world the factor of education (read: the presence of a decent education) can serve as a basis for the material well-being of an individual in the future. We will give another example as evidence: “We live in a world where education and brains are the keys to reach prosperity” (Letter of a man, 2003 // http://www.ruscorpora.ru/).

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TYPICAL MISTAKES OF A PEDAGOGUE IN BRINGING UP SECONDARY AND HIGHER SCHOOL STUDENTS

I. V. Maruseva

Improving pedagogical excellence of a teacher who was and is the core link of any pedagogical system is a key element of improving the teaching process in the vocational training system. Pedagogical excellence is a synthesis of scientific knowledge, skills and know-how, methodological proficiency and a pedagogue's personal qualifications. The efficiency of a teacher's work is considered to be one of the most important criteria of pedagogical proficiency. A pedagogue is proficient if he or she can teach all his or her pupils without exception; he or she must know his or her subject brilliantly; he or she is demanding but strives to like his or her pupils and help them to actualize themselves; he or she cannot have double standards.

We should pay attention to two points in the problem of shaping a teacher's proficiency. On one hand, it is a peculiar feature of a teacher's activity connected with the specific nature of its object and extreme fluidity of pedagogical situations. That is why a pedagogue cannot rely on a single system of actions that was learned once and for all. On the other hand, in the process of developing the methodological fundamentals of education process optimization, one encounters the problem of the relation between a pedagogue's creativity and a certain algorithm of actions a teacher must perform on a permanent basis.

The model of pedagogical proficiency is the psychological structure of a teacher's activity being a coordination of the consistency of his or her actions aimed at reaching the set goals by means of solving pedagogical problems. This structure reflects the skills that are necessary for solving the set problems arising in the process of realizing the goals of the pedagogical system corresponding to four functional components of the structure: gnostic, constructive, communicative and organizational. Those components are well known from the classic pedagogical literature.

The gnostic element of a teacher's activities is connected, first and foremost, with his or her ability to use the knowledge of education methodology in his or her work; a good understanding of the principal methodological principles and work techniques is the basis without which learning this subject is impossible. The leading structural element is a teacher's ability to exactly set and distinctly formulate the goals of the lesson. The selection and planning of the material, the structure and composition of the lesson, the activities of schoolchildren, students and the teacher him- or herself depend on those goals. The communicative component comprises voice training, facial expression and body language, the modulation of one's emotions and mood. A teacher must be artistic, have a sense of humor, and be sociable. Another component is, doubtlessly, benevolence towards schoolchildren and students. The rhetoric component is the ability to organize educatees in class efficiently, to involve them all into educational material

assimilation work. Other organizing skills necessary for a teacher are: The ability to adopt independent work skills, and the ability to use visual aids. It is well known that to a large extent the final level of mastering educational material depends on a teacher's ability to create an emotionally relaxed atmosphere in the class.

In his or her professional activity, every pedagogue must not only choose the pedagogic communication type, but also take into account possible errors in the upbringing of educational institution students. Let us consider some typical mistakes made by teachers in the process of bringing up secondary and higher school students.

Error No. 1. A teacher's striving to conceal the fact of his or her ignorance of something in the educational material he or she relates to students. It is thought that a pedagogue must be ashamed if he or she does not know the answer to a question set to him or her. In such a situation, he or she may be abashed, internally strained, be aggressive towards the asker, or may try to ignore the question. Whereupon one forgets a wise old aphorism: "one must not be ashamed if one does not know everything, one must be ashamed of making believe that one knows everything."

Error No. 2. Various deviations from the norm in the students' behavior: noisy behavior, disobedience, rude answers. The pedagogue sometimes tries to stop this with a strident, commanding voice, leaning on the sheer "power" of his or her position. One must remember that true strength manifests itself in restraint and tolerance.

Error No. 3. A violent negative reaction by a pedagogue to a student repeatedly coming late to class. He or she is not allowed to come in or treated with conspicuous disdain. Such behavior does not correct anything, it only widens the emotional gap between the pedagogue and the students.

Error No. 4. Sometimes a pedagogue thinks that the most efficient incentive to study and be disciplined is punishment by bad marks. V.A. Sukhomlinsky wrote: "if a normal person did not succeed in any subject, if he or she has no favorite subjects, then the school does not deserve to be called so."

Error No. 5. "Humiliating communication" or "insulting communication". It is quite an established opinion that a pedagogue is a human being and therefore, he or she has a right to show his or her emotions: "Anyone can lose one's cool with such children." A pedagogue insults and humiliates the students as a reaction to their misconduct or incorrect (in the pedagogue's point of view) opinions or conclusions made from a situation. However, Aristotle said: "If a person is inflamed with wrath, his decisions become inadequate." Sometimes aggression discourages students, making them lose faith in themselves, and sometimes even ruins their lives.

Error No. 6. "To see and notice everything". The domination of the elements of coercion, rather than the elements of persuasion, a consistent struggle for silence for the sake of "silence", rather than for work in classes. A pedagogue's popular shouts: "Don't fidget!", "Silence!", "Sit quiet, or I'll give you a bad mark" – all this is another widespread pedagogical error. Non-understanding of the reasonableness of a demand, and its rejection, often brings about students' resistance, and just but rude, disrespectful reproofs just look like insults.

Error No. 7. Learning established points of view, generally accepted opinions, using "petty", "demanding", random questions at a lesson. Many pedagogues are sure that they know well: how? about what? and when? must they ask a pupil. However, sometimes in classes, students are showered with rather rude questions demonstrating to them how imperfect their knowledge is, how ignorant they are in many things, and if they know them, then how they know them poorly. Sometimes students are told that the information in question is necessary to them and it must be learned, no matter whether they want it or not. As to the pedagogue, he or she cannot always explain things profoundly and clearly. Meanwhile, it is profound professionalism and respect towards listeners, not methodological abruptness in setting questions and giving marks, that students value.

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INTERACTION BETWEEN TRADITIONAL RELIGIOUS VIEWS AND THE VLACHS' EDUCATIONAL SYSTEM IN THE REGION OF HOMOLJE, SERBIA[1]

J. Milenovic

A significant number of ethnic communities lives within the territory of the Republic of Serbia. Their principal feature is the existence of traditional norms and ties *within the framework of their ethnic communities.* The communities have explicit *cultural* elements: archaic folk customs, folklore, and ethnic languages. *Implicit* cultural elements, such as knowledge, cultural values, behavioral norms, legends, myths, and humor hold a special place. At the present stage of social development, the traditional lifestyle pattern influences ethnic groups negatively,

finished secondary school is insignificant, and highly qualified persons (those who have obtained a full-fledged higher education degree) are rather scant. Thus, the ethnic community of Vlachs in the region of Homolje is the most vulnerable ethnic group in Serbia.

The purpose of this study is to determine and describe the factors indicating the actual influence of the Vlachs' traditional religious beliefs on their educational system. The analysis of answers from poll respondents with different levels of education has shown significant differences in the influence of religious beliefs on education. The measurement scale used in the process of analysis was created on the basis of 247 respondent answers (the residents of the Vlach region of Homolje) assessing the influence of religious beliefs on education. The study results are assessed with the help of a five-position sequential Likert scale. The scale is based on 15 statements. A scale for measuring the degree of agreement was posited after each statement: a) I agree, b) I am not sure, c) I disagree. The scale was constructed for this study. With the help of this sequential scale, we performed analysis, processed the data obtained, and made necessary adjustments. The study was performed during the period from November to December 2009. The poll was the experimental basis of the study. Respondents were selected with the help of the continuous selection method. The total number of respondents is 247. They resided in Vlaole, Jasikovo, and Debeli Lug of the Homolje region. The models used in the process of the study were the descriptive and the transversal (probabilistic) models, and the methodological tools were developed by the author.

The data obtained in the process of the studies was processed by means of the analysis of principal components (statistical procedure), factor analysis, and the Varimax rotation method with a t-test (see Table 1). The CMO indicator value (CMO=0.867) exceeds the recommended value of 0.60. The veracity check of the data obtained utilizing the Bartlett sphericity coefficient has shown that the statistical error between the variables being compared is at the level of $p<0,001$ ($p=0,000$). This is evidence of correlation matrix calculation reliability. According to the data presented in Table 1, the adequacy of the selective test was confirmed. Analysis of the principal components detected three principal factors whose characteristic values exceeded one: 1) *black magic* (28.4236%), 2) *sorcery* (24.3278%), and 3) *afterlife* (22.1468%). This three-component solution explains 74.8982% of the total variation (see: Table 1).

Table 1

Evaluation of the Influence of Vlachs' Religious Beliefs on Their Education

COMPONENTS	CMO=0.86 p=0.000
Black magic	28,4236%
a5 Human life is wholly predetermined by destiny.	,862
a14 A human being cannot be the master of his or her life.	,837
a12 Back in my early childhood my elders told me that my fate was predetermined by someone from above.	,832
a9 I do not want to agree with the idea that black magic exists but I keep thinking about it.	,824
a2 Black magic is in existence throughout Serbia, and this is indisputable.	,817
Sorcery (healing)	24,3278%
a1 Healers often cure diseases that are considered to be incurable by official medicine.	,848
a15 I do not see any grounds to disbelieve sorcerers and healers because doctors themselves visit them.	,844
a7 Treatment with the blood of wild animals is the most efficient cure.	,835
a10 Sorcerer's herbs and rites release children from fear, possession, the evil eye, and evil spirits.	,826
a4 Visiting a doctor is a Satanic rite performed against the word of God.	,814
Afterlife	22,1468%
a3 Humans are guests (cosmic dust) on planet Earth.	,842
a13 Worldly life passes by and the spiritual (real) one takes place in the afterlife.	,839
a6 I do not fear death because I shall enter the Kingdom of Heaven, Paradise.	,828
a11 Our dead are always with us.	,812
a8 I believe in the existence of spirits.	,806

The Varimax method provided a simple structure solution with the help of an orthogonal transformation, whereupon each variable bears 5 loads for all factors but the maximum factor load pertains to a specific single component. The load reflects connection between a variable and a factor, being a semblance of the correlation coefficient. It is evident that adherence to black magic, sorcery, and the afterlife is characteristic of the Vlach ethnic community in the region of Homolje. This determined the culture of the Vlachs' everyday and labor activities throughout the history of the community and encompassed the overwhelming majority of the population of the region up to the present day. All of this affected the quality of public life, and particularly the education process as an important factor in the revitalization of the rural community and emancipation of the population (see Table 2).

Table 2

The Educational Level of Vlachs and their Assessment of the Impact of Beliefs on their Education (ANOVA)

	Quadratic Deviation	df	Average Deviation	F	p
Within-group variance	3736,121	4	1242,701	298,127	,000
Between-group variance	1283,841	236	3,5471		
Total	5019,962	240			

The lowest average level of significance corresponds to the rated criteria for the Vlachs who have an elementary school education (M=44,6612, SD=5,64103 and σ=2,30451) or no education at all (M=39,5467, SD=5,63204 и σ=2,68791). Variance analysis has demonstrated that the general value of diversities is equal to 0,000. The results of calculations have demonstrated that the Vlachs' understanding of the importance of education increases in proportion to their level of education, fostering understanding of the negative impact of beliefs, black magic, and sorcery on education.

The foregoing means that the Vlachs' beliefs in black magic, sorcery, and the afterlife are important components of their everyday life, tradition, and culture, influencing the quality of life of the ethnic community in the Homolje region in a substantial way. On the one hand, understanding the importance of tradition and culture is indispensable to preservation of the Vlach ethnicity under the most arduous existential conditions, while on the other hand, at the present stage of globalization, the traditional lifestyle influences the ethnic groups of Vlachs in a negative way, constituting the main cause of their uneven development and socio-political and economic backwardness (Milenovic, 2011).

Millennial folk customs and traditions are native elements of the Vlachs' culture; they will never reject them or reject them only partially (Durlic, 1996, 2002, 2003). Those social mindsets are contradictory to the requirements of modern civilization, where education and training are considered the principal components of social and economic prosperity. The results of the study have shown that the Vlachs' beliefs in black magic, sorcery, and the afterlife are the main obstacles on the path to education and modernization of the Homolje region.

This study confirms the hypothesis that magic holds a prominent place in the culture and life of the Vlach ethnic community in the Homolje region (Јојић, Павловски, 2009). The analysis of the experiment results permitted us to elicit the key factor: *belief in black magic.* Thus, in the totality of respondents' assessments it gained the majority of votes; thereby, beliefs in sorcery, black magic, and the afterlife are characteristic of all the Vlachs (Milenovic, 2013; Durlic, 2010; Дурлић и Бојковић, 2005). With regard to the gender roles, we can state with confidence that the Vlach women believe in the existence of black magic implicitly (Milenovic, 2012). They are obsessed with magic: They are confident in its actual existence and unlimited power, and link all stress-producing events with black magic, thinking that the events occurring are under the control of its supreme will.

The following results were obtained in the process of theoretical and experimental studies of Vlachs' religious beliefs in black magic, sorcery, and the afterlife:

1. The Vlachs are a marginal ethnic group residing in the territory of the northeastern Serbian region. In some circles they are considered a forgotten Balkan ethno-religious minority. The Vlachs have no official language or alphabet; they use the language of the country of their residence. Wishing to improve their children's mastery of the official language in the country of their residence, the Vlachs encounter new problems en route. Many secondary schools in the region are still segregated with respect to mastery of language: The language of tuition is not the native Vlach language, but the language of their country of residence – Serbian. Therefore, some pupils cannot digest the educational material. Later on,

this impacts the process of average special education. As a result, Vlach youth cannot obtain quality higher education because they have a low level of elementary and secondary education;

2. The influence of traditions, customs, and beliefs in black magic, sorcery, and the afterlife is of paramount importance in Vlach society even today. Those beliefs have always been an integral part of their history, culture, lifestyle and occupations, impacting the quality of education in a substantial way;

3. The experimental study has established the existence of three factors: black magic, sorcery, and the afterlife. The analysis of answers from respondents with different levels of education has demonstrated significant differences in the assessment of the impact of religious beliefs on education. It should also be also noted that those Vlachs who have a full higher education understand all of its advantages and are aware of the negative impact of beliefs on the ethnic community members' education. Those Vlachs with a low level of education doubt the usefulness of the knowledge obtained at various educational institutions;

4. It is necessary to make education (at least at the secondary school level) open and accessible to the Vlach ethnic community in the Homolje region in order to overcome the identified problem efficiently. For representatives of ethnic minorities, the problem of preserving their own cultural identity is one of the most serious ones. The Ministry of Education of Serbia expresses its concern about the deterioration of the cultural and educational situation of this ethnic minority, one of the most ancient on the Balkan Peninsula. Should the Vlachs disappear, their rich national culture and unique ethnic language will be buried in oblivion; therefore, it is necessary to apply our best efforts to prevent this.

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MILITARY-PATRIOTIC EDUCATION OF CHILDREN IN ADDITIONAL EDUCATION INSTITUTIONS

I. E. Panova

The State Budget-Funded Educational Institution “Children’s Health and Education Center of Moscow” (hereinafter the “Center”) was founded 7 years ago. Currently, the Center trains more than 4,000 children from 56 schools. The priority areas include physical and military-patriotic education.

The Center carries out military-patriotic work as a component of general education in the system of additional education in cooperation with general education institutions of Moscow. The main goals of military-patriotic activities are to contribute to the implementation of the state policy for military-patriotic and civic education of children and young people; to foster in the younger generation a sense of patriotism, faithfulness to their Fatherland, and willingness to serve and engage in armed defense of their Fatherland; study the history and culture of their Fatherland; contribute to activities for perpetuating the memory of the Fatherland defenders; transmit and develop the best traditions of the Russian army; counter political and religious extremism among youth; develop young people and children physically; promote healthy lifestyles; and contribute to preparing individuals for military service.

Education of young people of pre-conscription age is based on programs developed by the Center, such as “Patriotic Education of Citizens of the Russian Federation”, “Heirs of Victory” and the “Honor and Courage”. The programs were developed in accordance with the Federal Law on Military Duty (Article 18) and the terms of reference for working with young people of pre-conscription age in Moscow. Work under the programs covers individuals of pre-conscription age and is carried out in a few areas, including general and special physical training; history of the Russian Armed Forces; first aid; swimming; and paramilitary sports. The Center also offers quizzes in military-patriotic subjects, the “Zarnitsa” military sport games during school holidays, military-patriotic festivals, concerts and drawing exhibitions. The priority activity is military-patriotic education involving training in various martial arts, trail orienteering, marching, military sport games afield, museum activities and exploratory tourism. We cooperate with district Councils of Veterans. There is the Scooter Club where young people can not only learn about the technical design of scooters, but also use them in practice on the Center’s motor training ground.

Military-patriotic work is aimed at: (a) fostering a sense of patriotism, honor and duty, respect for human rights and freedoms, and love for nature; and (b) developing civic consciousness and responsibility, enhancing physical development, and training in survival skills and healthy lifestyles in metropolitan cities and under conditions of a crisis in modern society. Importantly, military-patriotic educational work is carried out throughout the academic year, as well as during school holidays and in the summer camp period. In the future, the Center

intends to integrate military-patriotic educational work with other educational activities in areas such as social pedagogy, art, aesthetics, physical education, regional tourism, environmental biology and cultural studies.

When it comes to patriotic education of the younger generation, it should be noted that what we invest in our children today will give the corresponding result tomorrow. Educating patriotically-minded, businesslike and healthy individuals will make sure that society will be stable. This is what the state's approach to the education of young people is about.

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IMPROVEMENT OF THE SYSTEM OF TRAINING AND RETRAINING OF STAFF IN THE AREA OF RESTORATION AND PRESERVATION OF THE CULTURAL HERITAGE

The potential of development in the area of Russian historical and cultural heritage includes: (a) objective demand of this heritage in the field of cultural policy and economy of Russia; (b) high social status of cultural heritage in the system of national values of the country; (c) willingness of individual public structures to take part in the responsibility for the future of the historic heritage; (d) a unique and diverse experience in restoring national heritage accumulated in different periods of our history; (e) availability of domestic schools of restoration of monuments of history and culture. Currently, the most important areas of the national policy in this field have been identified, the list of which includes not only the socialization of management of the cultural heritage of the country due to the fullest inclusion of civil society's institutions, but also the development of education in the field of historical heritage in junior secondary and high schools in Russia, and improvement of the system of training and retraining of staff in this area.

Currently, there is a shortage of skilled workers for the restoration work in the labor market. Therefore, one of the problems of the revival of the domestic restoration school is not only the preservation and support of highly qualified specialists, but also the training of young professionals. SVE educational institutions face the problem of optimization of resources, in order to create the conditions for the implementation of multi-level professional programs, increase the range of primary and secondary education programs, additional services, and applied qualifications. This set of problems was also developed in the activities of the Polytechnic College Number 2 in Moscow - one of the oldest in the capital, the history of which begins from the creation of the first metal workshops in 1870. Maintaining the traditions of professional education laid down over a century ago, the college revives the training programs, programs of advanced training and professional retraining including crafts, in the area of preservation of historical and cultural heritage, arts and crafts and handicrafts. There is a center for training specialists in the field of preservation of cultural heritage in the college, and both training and production workshops are founded. These include stained glass, blacksmith, taxidermy (the first in Russia), and saddler workshops. Already, the programs of additional professional education make it possible to receive additional qualifications in the field of arts, crafts and craftsmanship.

The problems of preservation and use of the cultural heritage sites are not limited to the property issues of privatization of monuments and disputes about the division of powers between the federal and territorial protection authorities. No less urgent a task today is to preserve and develop the achievements of the Russian school of restoration, within the framework of which the principles of scientific restoration were developed, a network of restoration workshops was created, and a network of educational institutions preparing professional restorers.

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LONG-TERM STRATEGIES FOR EDUCATING STUDENTS IN THE SOCIO-CULTURAL ENVIRONMENT OF A HIGHER EDUCATION INSTITUTION

O. V. Plakhotnik
A. A. Beznosyuk

The active transition to the market economy encourages higher education teachers to intensify their scientific search and educational work with students in order to prevent the prestige of education and professionalism from declining, and to oppose negative developments among youth. Society faces an urgent challenge to make sure that the higher education system ensures the broad development of aptitudes, talents and abilities of modern students and their individuality in the context of building an educational space where every person is enabled to achieve high standards of social interaction and spiritual self-improvement. Today, there is an urgent need to raise the socio-cultural status of higher education institutions and thereby expand the limits of their democratic influence on modern society. A change in value orientations in Ukraine has led to new research in pedagogy, with ideas of personality-oriented, value-oriented, culturological, legal and other approaches to solving problems and tasks of individual development of students being actively introduced. Continuing education is a socio-historical and personality-related process. Individual paths of continuing education are an inseparable element of the integral socio-historical educational process. This characteristic has for the first time become a focus for the system of education oriented on an individual's life. Activities of higher education institutions are focused on implementation of the National Education Development Doctrine of Ukraine. This is the basic national document which defines education as a priority of state policy and lays down a strategy and main areas of education development. One of the anticipated outcomes of the implementation of the Doctrine is the quality of education which should be achieved through the individualization of educational programs by tailoring them to individuals' interests and abilities.

At the same time, there is a rather sharp conflict between the need to create conditions for personality-oriented education of students and their individual development in a socio-cultural environment of higher education institutions in the new social context, and the fact that the latter is not sufficiently ready for such work. Today, school is dominated by the spirit of pragmatism, where the priority is given to applied knowledge and skills rather than to morals. Education becomes immoral. The school is losing its main historical task: to educate a decent man (a husband, son and citizen) and a woman as a mother and homemaker. As is known, education always involves overcoming evil inclinations that impose certain social dangers, such as aggressiveness, immoderate sexual activity, gluttony, sloth, moral failure, acquisitiveness, etc. Overcoming these evils and nurturing virtues involves a struggle, and requires that an individual exert spiritual energy, adhere to strict discipline, and practice on a continuous basis, and that certain efforts be contributed by teachers. To overcome these shortcomings, the educational process in the socio-cultural space of higher education should begin to use innovative technology. As a methodology imperative, there is a need to

recognize personality-oriented education as a specific method for managing the educational process to create optimal conditions for individual development of students that will be embodied in self-education, self-design and self-development of the personality. The role of the socio-cultural environment of a higher education institution is to create conditions enabling personal growth of every student. This is driven by the need to develop a new generation of educators who will have to possess sources of social and professional activities, high culture and well-developed individual abilities. New generation teachers should be independent, be able to conceptualize and design their own educational activities, educate individuals willing to assume responsibility for decision making, and be able to defend their own position. The personality-oriented approach to educating students is to be built on critical analysis, selection and design of the personally significant content and means of education based on human values and creative self-realization.

The authors pay attention to this issue due to new requirements to the quality of life and education of modern youth versus the capabilities of implementing a new educational paradigm using traditional educational means; the need to promote the inner motivations for personal self-development and self-improvement versus the capabilities of traditional educational techniques; as well as the relevance of the personality-oriented approach to education in the modern context versus outdated educational tools for influencing an individual.

The analysis of the problem has revealed its essence. In brief, it is about the need for a substantial upgrade of the existing system of higher education in Ukraine. It is necessary to investigate the issue of personality-based education of university students due to a number of current socio-economic factors which are associated with the development of a creative personality on the one hand, and upgrading the educational system on the other. In order to be effective, a personality-oriented education and individual development of students should particularly provide for certain pedagogical conditions, such as: (a) promoting human values and humane relations; and (b) providing students with the freedom to choose the place, role and extent of their involvement in educational activities, taking into account their interests, self-esteem, skills and capabilities.

Personality-oriented education has been developed on the basis of humanistic principles and best meets the needs of democratic education. The humanistic nature of education is characterized by the priority of human values, life and health, free personal development, fostering a sense of citizenship, working efficiency, respect for human rights and freedoms, and love for nature, motherland and family. The humanistic dimension is focused on man, culture and society as interrelated determinants of education. These characteristics of the humanistic paradigm create preconditions for the emergence of personality-oriented methods of education. The personality-oriented methodology is aimed at bringing students to the highest level of personality-oriented education and individual development. It contains a set of binary methods (persuasion and self-persuasion; correction and self-correction; the method of dilemmas and reflection; social trials and educational situations; etc.), techniques (training, empathy and trust, self-analysis, self-control, self-assessment, self-consciousness; etc.); and educational influences in different forms (theme nights, contests, festivals, debates, meetings with interesting people, etc.).

The current modernization processes in the system of higher education in Russia are organically integrated into the existing and emerging cultural environment. Who else, if not higher education teachers, researchers and students, will act as generators and translators of cultural potential in the modern world? Higher education should, to a certain extent, complete the human exploration of the cultural field. On the other hand, it should also initiate the implementation of new trends in society to appropriately reflect the most outstanding areas of education of students.

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IMPROVEMENT OF SPEECH AND VOICE CAPABILITIES OF A TEACHER AS LIFELONG DEVELOPMENT OF PERSONAL CULTURE

N. V. Popovitskaya

Being a person in the educational system is the permanent state of man of the 21st century, thus, a focus on self-improvement throughout one's life is an essential condition of the effective professional life of a teacher. In the present social and economic conditions there is a considerable increase in the number of specialists, for whom culture of speech activity is necessary for the sake of their profession. The speech of a teacher is the main means of impacting students, so it should be perfect. The combination of sonorous, powerful voice, clear diction, logically constructed speech with rich intonations is an essential component of professional competence. The ability of a teacher to rightfully use his/her speech and voice capabilities reduces the risk of occupational diseases of the vocal apparatus, whereas knowledge of the foundations, of work focused on voice training, breath training, development of diction and development of expressive language is necessary for carrying out work with various categories of children and adults. Expressiveness is considered to be a qualitative characteristic of speech, which is closely connected with the manifestation of human individuality. The concept of expressiveness of speech has an integral character and includes verbal (intonation, lexical, syntactic expression) and nonverbal (facial expressions, gestures, posture) means of verbal communication.

Speech communication was widely discussed in domestic and foreign psychology, social psychology, psycholinguistics, sociolinguistics, education and several other sciences. In the above works, communication was seen as a means and a condition for formation, development and socialization of an individual, as a factor of manifestation of external relations with other people, important for a person as an influence by means of speech. The character of interaction and understanding between people, and the results which they obtain in the course of joint activities, are largely determined by how well a person reflects, identifies and interprets the appearance, behavior, and emotions of the other person [1]. In order to master the technology of speech influence, one must have a basic understanding of the human articulatory apparatus and the process of speech production, as well as of such key concepts as diction, voice, and intonation. Furthermore, it is important to know the orthoepic standards of language and means of use of speech to have an impact upon the audience, including standards of bodily movements (facial expressions, gestures, and posture). In this situation, philological training is not enough. One must also know theater pedagogy, and it is necessary to understand the psychological patterns of communication. An ability to understand the intonation variety of human speech is extremely valuable for teachers, since the largest part of his/her work is related to the impact through means of the word. A word addressed to a student's consciousness affects his/her activities, and his/her behavior.

Voice, more than speech, is important for a teacher, because it is an instrument used in his/her professional activities. In the physical sense, voice means the totality of various sounds that differ in terms of pitch level, strength and tone. If a person knows how to use his/her voice correctly, this is an important indicator of oratorical skill and a precondition for persuasiveness of speech communication. There are the following necessary qualities of the voice: beautiful tone, strength, endurance, and great range. The disadvantages include an unpleasant tone of voice, wheezing, croak, small range, or intense sound. Theater educators believe that a good natural voice should be trained to make it resilient, and ready for large loads. By means of regular studies, one can develop, strengthen, expand the range, and make resonators to sound, thereby improving tone, and making it an assistant in one's professional activities [2].

Protection of the vocal apparatus is of great importance. In this regard, the issues of preservation of the health of one's voice using special events and exercises is of great importance. A big voice load is a harmful production factor. Scientific studies have shown that the proper use of voice technology is a powerful means of prevention of voice dysfunction of people. And even if these skills are more or less inherent, it still has a positive impact [2].

The author created the course "Improvement of speech culture of a teacher" for students of pedagogical higher institutions and teachers, aimed at improving communication skills and proper diction skills, orthoepic culture of speech, intonation, and verbal and logical placement of accent, which makes it possible to strengthen the culture of pedagogical communication. Objectives of the course are: 1) improving the correct pronunciation of sounds and sound combinations based on the mastery of correct breathing, relieving muscle tension for enhancement of language skills; 2) mastery of standards of orthoepy to develop an ability to create the right rhythmically melodic pattern of a verbal expression; 3) development of skills of knowing the culture of auditory perception, and speech phonemic hearing in the conditions of oral interaction [6].

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THE FORMATION OF MORAL EDUCATION IN THE PROCESS OF LIFELONG EDUCATION

L. A. Raguzina
E. E. Zhukoven

To achieve the goals of lifelong education it is necessary purposefully to develop the self-dependence, commitment, and responsibility of learners, and to strengthen their ability to adapt to changes in the society of which they are part. The world in which the modern child lives and the family lifestyle have significantly changed in comparison with the recent past. Social, economic, and other problems in the life of the society create conditions under which the level of physical, neuropsychic and moral health of children is reduced.

To bring educational and teaching results of learners into compliance with the federal state educational standard, comprehensive support of children in the system of lifelong education is necessary. For this purpose, special attention should be paid to the interaction of all specialists and teachers: subject teachers, physical education teachers, music teachers, teachers in visual arts, additional education teachers and, of course, homeroom teachers, and also to engage health and social security professionals, etc.

To ensure lifelong education, as well as the involvement of learners in the education process, a special educational system, which includes spiritual and moral development, was created at the State Educational Establishment School No. 1 with extensive study of English in Moskovsky District, Saint Petersburg. This system covers all levels, starting with elementary classes. Subject teachers, homeroom teachers, social workers, and parents take part in the functioning of the system. The functioning of the school education system would be impossible without cooperation with state and public organizations.

For moral education and upbringing, linkage between curricula and extra-curricular activities is provided. The following project groups work at the school: Pushkin Club, UNESCO Club, theater performances in English, a project activities group, "In the World of Music," and physical education groups. Pupils of the school, guided by homeroom teachers, subject teachers, and heads of groups, take part in international, All-Russian, regional, municipal, and district projects, events, and contests. The fact that pupils study English from the second grade and German from the sixth plays a special role in the educational system of the school. This gives them opportunity to communicate freely in foreign environments, which, in its turn, broadens the horizons of pupils' involvement in active cognitive activity.

Since 2011 the school has been a partner of the "Street Law" international project (school project manager – L.A. Raguzina) within the framework of which pupils take part in the International Moot Court Competition in The Hague and Poland. Pupils work together with teachers of the school and those of the St. Petersburg Institute of Law Named after Prince P.G. Oldenburgsky (all the activities are in English). In cooperation with the National Congress Palace (Konstantin Palace in Streln), "Christmas Traditions in Russia and England" meetings are held, which provide pupils with the opportunity to learn more about the peculiarities of Russian and English traditions of celebrating Christmas. An

"Inter-Parliamentary Assembly" project was also developed at the school. Within the framework of this project, teachers and pupils of the school cooperate with the Inter-Parliamentary Assembly of the States of the Commonwealth of Independent States. Pupils get the opportunity to take part in business games, visit the Museum of the History of Parliamentarianism, and participate in discussions of legal and moral issues. All of the teachers and pupils took part in the charity event "From Heart to Heart." They prepared performances, congratulations, and competitions for children of the "A Child is in Danger" shelter, and collected Christmas and New Year presents for the board and care facilities and disabled people of Pushkin Town. In order to learn how adults communicate with each other and how relationships among people are built, work associated with higher-grade student involvement in the International Children and Youth "Model of UN" project was organized.

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SOCIAL AND NORMATIVE REGULATION IN THE EDUCATIONAL SYSTEM OF THE YOUNGER GENERATION

H. F. Rashidov

As a socio-cultural process, education has both axiological and normative content. In terms of the educational mechanism, it is defined as socialization management. The management process may be characterized by a number of functions performed by education as a socio-cultural institution. From the institutional perspective, education is seen through the prism of its compulsory nature. At the same time, it should be emphasized that managing the internalization of social values is not compulsory in nature.

Participants in educational activities, such as families, schools and informal communities, contribute to building the personality of a young person by guiding their consciousness and motivating them to select one path or another. This does not exclude the freedom of choice. However, the essence of education is that it can direct the choice of a young individual towards a certain value system based on normative regulation. The compulsory nature of education as a socio-cultural institution is manifested by its regulatory and supervisory functions.

The democratization of society requires that educational policies take into account new factors of personal socialization and the need for the modernization of educational institutions in society. Social unity is achieved through social and normative regulation and social control. This is a rather challenging problem when analyzing integrative socio-cultural processes. Social control is understood as a system of processes and mechanisms that ensure the maintenance of socially acceptable models of behavior and the functioning of the social system as a whole [7]. Social control can also be described as a mechanism used by society to ensure the upholding of certain restrictions (conditions), where failure to do so may impair the functioning of the social system. Such restrictions include legal and moral norms, customs and public opinion. Failure of the regulatory and protective functions of education leads to the disruption of relationships at the level of the socio-cultural situation in society. This was described by a prominent personality psychologist, V.N. Myasischev, as follows: “The moral development of personality is based not only on requirements, but also on knowledge of models and the comparison of one’s acts and deeds with models and judgment” [6]. A.V. Vedenov argues that “the first and most important condition for the moral development of a child is strict ethical standards and traditions in the immediate environment of the child, as well as the unity of moral ideas and judgments of those comprising this environment” [2]. Analyzing the path of a “difficult” teenager from an intractable child to a juvenile offender, G.M. Andreeva points to the connection between deviant behaviors and deviations in moral development [1].

There is no doubt that deviances in children are caused by characteristics of the system of relationships and the style of upbringing in the family where “from childhood, a child develops a selfish focus, materialism, consumerist attitude towards life and down-to-earth morals. The combination of these qualities and their hypertrophic development in the future can act as the psychological mechanism of offenses” [4]. The same idea is elaborated on by T.P. Gavrilova who believes that “the nature of relationships, the style of upbringing and family values determine the

child's attitudes to himself and others" [3]. At the same time, even productive attitudes adopted verbally through upbringing in the family provide very little protection against adverse impacts of the environment. Without being supported by habits and practical experience gained through direct interactions with other people, moral categories are just a set of verbal rules which will easily collapse under slight life pressures, with the child being gradually drawn into a "vortex of intractability."

Certainly, the social environment with all its diverse forms cannot be 'cleared' of adverse effects. "However, long-term, systemic education is quite capable of developing in a child his or her own criteria of what is good and what is bad" [6]. While agreeing with this view in principle, we should add that intensive communication and activities in a reference group setting is a means of quicker personality position formation. In this regard, communication is the all-around exchange of knowledge, opinions, feelings, values, ideals, motives and interests along with the transfer and absorption of the way of thinking, behavior patterns and habits. "Through different forms of communication, people exchange their empirical experiences, unwritten rules and information contained in customs and traditions" [5].

The psychological and pedagogical goal of enhancing social adaptation requires that a specially organized environment permeated with positive relations, including the responsibility of each to all, be created in order to effectively influence an individual. This involves a responsibility for feelings that should be manageable; for thoughts that should be kept clear; and for deeds that should be in line with value orientations. Thus, in the context of the contradictory value systems of education, education's normative and regulatory functions should transform into regulatory and protective functions aimed at the activation of social control, without which it is impossible to fulfill the consolidating socio-cultural potential of education and achieve social stability. Therefore, education is a concern of, and is controlled by, the state. This is due to the fact that education contributes to the development of new generations and the future of the nation. The state should be concerned about who are educated by current education actors, who will succeed the current generation and whether the descendants will ensure social stability. State control of education implies that social institutions involved in the educational process have a clear understanding of the current situation in all social spheres, of the future governmental system and of the social ideal that offers normative models of behavior and activity to individuals and their groups. This is what determines the direction of educational efforts in society.

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THE ROLE OF SCHOOL IN TEACHING AND BRINGING UP AN INTELLECTUALLY-DEVELOPED GENERATION

R. M. Sadykov

The international conference *Bringing up a well-educated and intellectually-developed generation as a precondition of sustainable development and modernisation of the country* initiated by the President of the Republic of Uzbekistan, Islam Karimov, and held on February 16-17, 2012, discussed the problems of bringing up an intellectually-developed generation and the role of the government in solving these problems. The Conference emphasised the comprehensive and complex nature of educational reforms in Uzbekistan [1]. In the course of their implementation, the state is functioning and playing the role of an initiator and guarantor of updating education, and providing high-quality training, competitiveness and great demand for highly-trained professionals. The state policy of the Republic of Uzbekistan is directed at establishing a perfect system that should reach the level providing formation of a new generation of citizens of the country and training of competitive specialists. The goal set is attained through the National Model and the Professional Training Programme.

Pedagogics actively uses the term *key competences* to emphasise how increasingly important it is to supplement key conventional knowledge and skills in a particular subject with universal skills applicable in different activities and claimed for today, including the skill to plan one's own activity (regulate one's time and self-develop), teem with curiosity, cooperate at solving educational problems, learn to mutually interact in a team, assume responsibility, etc. [1]. Development of key competences stipulating the up-to-date quality of education, a complete system of universal abilities and skills, experience of learners' independent activity and personal responsibility are assigned to comprehensive school.

Intellectual human abilities are among the basic psychological resources underlying a self-sufficient, initiative-taking and productive life. Orientation towards learners' intellectual education makes it possible to speak about current tendencies in development of contemporary school connected with revision of the core components of school education: its purpose, contents, criteria of effectiveness of teaching forms and methods, importance of a school textbook, and the teacher's function. In the contemporary society, a person capable of search, independent and creative thinking, absorption of new knowledge, social and professional activity and creativity is a priority and a motive force. Not only does a person of the 21st century perceive the standards of human behaviour from childhood, he/she also actively and purposefully develops his/her own individual means of communication with people and the world of culture. In this regard, school education is the first experience of consciousness of self, the search of one’s own path in life, self-cultivation, absorbing human culture, attaining personal meaning in life, and recognizing the enormous value and respect of other people's life journey [2]. School was always a natural basis of lifelong education. The starting point of the

pedagogical system of the new-type school is to reveal, preserve and develop these features of subjectivity in a growing person, and help him/her to discover the value of education as a way to develop his/her own subjectivity and vital creativity, thereby generating the demand for continuous education [2].

Thus it is safe to say that the priority of school education is the task of learners' intellectual development and intellectual education connected with such basic aspects of the educational process as teaching and up-bringing.

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DEVELOPMENT OF SPIRITUAL AND MORAL VALUES BY MEANS OF KARA-KALPAK FOLK DASTANS

A. T. Tilegenov

Returning to our roots, awareness of the depth and greatness of the cultural and spiritual heritage of our great ancestors, who made a huge contribution to the achievements of the world culture, upbringing in every generation of careful attitude to one's past, noble national and religious traditions, and at the same time a clear understanding of the need to familiarize oneself with the values of modern civilization and spirituality – these are the specific grounds, on which our policy of renewal and improvement of national consciousness is built, as well as the political maturity and activity of the population. Kara-Kalpak culture as a whole, including the pedagogical theory and practice, has historical roots going back centuries. Pedagogic ideas have for a long time been absorbing and reflecting the deep essence of the social processes specific to a particular historical period. The works of thinkers of Central Asia contain wise sayings on the issues of education and training. They include a clear reflection of the main trend of the scientific investigations of these thinkers - the desire to give their own, rationalized foundation of goals and means of the intellectual, moral, labor, aesthetic and physical education of a person.

Today, Kara-Kalpak scholars and teachers explore the educational opportunities of Kara-Kalpak dastans[1], the number of which is nowadays more than a hundred. They are used as a means of spiritual education in lifelong education. Many readers long ago received the opportunity to get to know the Kara-Kalpak heroic epic named "Forty Girls", which was translated into Russian and other languages. Appreciation of its historical and artistic value was given by prominent scientists – the academics E. Bertels and S.Tolstov, and the prominent French writer Louis Aragon, compared the heroes of this epic piece with the heroes of the famous "Song of Roland". Among the largest and most original works of Kara-Kalpak folk poetry, there is a fabulously romantic poem named "Sharyar". The "Sharyar" epic was recorded in 1939 by our famous writer Amet Schamuratov in the Kungrad Region of the Karakalpakstan Republic, according to the oral information provided by the narrator Kulemet-zhyrau. The main characters of the poem - a young hero Sharyar and his courageous sister Anzhim - embody the features of the authentic folk heroes: courage, loyalty, justice, and spiritual nobility. The vast wealth of images and poetic methods, sophisticated psychology, and fascinating development of the fairytale story, make the epic about Sharyar one of the greatest monuments to ancient oriental folk poetry.

Human personality is formed and developed as a result of the impact of multiple factors: objective and subjective ones, natural and social ones, internal and external ones, acting spontaneously or according to the specific objectives. At the same time, a person is not considered as a passive creature, who

[1] Dastan (a Persian word) – a story, an epical piece in the folklore or literature.

photographically reflects external influences. He or she acts as a subject of his or her own formation and development. In the spiritual life and activity of a person, there is a continuous struggle between ordinary and scientific consciousness. Therefore, one of the eternal problems of pedagogy is to achieve maximize improvement of the efficiency of deliberate, targeted educational effects on a human being. Comprehensive development of a person is a measurement standard of lifelong education. Dastans is a unique value of people, who have educational opportunities in the formation of moral values of young people in lifelong education. So, we have come to the following conclusions: (1) to take into account the educational opportunity of the folk dastans in lifelong education; (2) to disclose methods of spiritual and moral education of youth by means of folk dastans in lifelong education; (3) to organize lessons to study folk dastans.

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POLYCULTURAL EDUCATION OF WOULD-BE TEACHERS

G. Zh. Fakhrutdinova

The sociocultural processes of the last decades have caused changes in the education system. Most current problems of global importance, including eradication of wars, prevention of overpopulation, and a careful attitude to culture through organic continuity of generations are the problems of up-bringing, education and training. Moreover, the multinational Russian society has a long-felt need to solve some problems connected with state demand for highly-skilled and, at the same time, ethical and creative persons contributing to successful development of the country by being interested in professional growth; an increase in the ethnoses' national self-consciousness; the necessity to teach the culture of international communication. These social problems are on a federal level, so they can only be solved through a state-run educational policy. In this connection, it is important to identify the philosophical foundations of education.

A. N. Rostovtsev and A. N. Tyminskiy [2, pp. 43-46] suggest taking national self-consciousness as the philosophical foundation of education. Their idea is that national self-consciousness manifests itself in culture represented by literature, painting, music, dancing and theatre. Culture materialises national self-consciousness, connects the material and spiritual aspects of life and generates the so-called spiritual pattern of national life and thought. The latter includes the social experience of the nation, its customs and traditions, as well as the programmes of behaviour and communication. The spiritual pattern of national life and thought represented by culture is developed by its self-consciousness and makes up the main contents of the national up-bringing and training system. In this case, socialisation of a person as an academic and educational process coincides with the existence of the nation and the means for accrual of personal spiritual wealth, and increases one’s orientation toward spiritual values. For A. N. Rostovtsev and A. N. Tyminskiy, it is important to pay attention, firstly, to the connection between education and culture and their interconditionality; and secondly, at problematicity as a condition of mutual co-existence of education and culture and the difference between education and enlightenment. These reasons bring researchers to the only conclusion that education and up-bringing are stipulated by culture, the latter being in its turn stipulated by creation of the nation. Consequently, discussions of crises in education and up-bringing are actually motivated by a crisis of national self-consciousness, i. e. the crisis of education is a manifestation of a crisis of national self-consciousness [2, pp. 43-44].

Contemporary researchers have also introduced a concept of ethnic education. According to K. Z. Kozhakhmetova, this stands for purposeful interaction between generations causing young people to develop ethnic self-consciousness, perceive themselves as the subjects of the ethnos, feel pride for the nation, love its language, history and culture, as well as feel respect and be tolerant to other ethnoses. It is aimed at preservation, formation and development

of personal ethnic originality. Ethnic education is to result in mastering of ethnosocial roles, where the indicator of success is performance of this role in compliance with the person's age[1].

K. Z. Kozhakhmetova thinks that the definition of ethnic education necessitates specification of the idea of national education. This author treats "national education to be wider than ethnic one", and includes the latter "in a dialectic combination with social development based on universal values, as well as training and up-bringing in the narrow sense of the word." Developing this idea, she asserts that national education results in development of citizens, i. e. members of the nation, combining universal and national features. Along with knowledge of the language and culture, the person should have up-to-date knowledge. We consider national education to be a complex process causing a rising generation to develop national self-consciousness, which stipulates the norms of personal behaviour in a polyethnic environment, causing an active position in careful attitude and protection of traditional culture, as well as consistently bringing a person originally belonging to local culture to the Russian and global level.

Recent times have witnessed the rising popularity of polycultural education (A. Toynbee, E. Meiler, N. Danilevskiy, Y. Yakovets etc.). The core principles of polycultural education are (a) dialogue and interaction of cultures; (b) tolerance; (c) mastering the contents of polycultural education; (d) creative expediency of consumption; (e) preservation and creation of new cultural values. On the one hand, education should help a person identify his/her roots and place in the world; on the other hand, it should cause him/her to feel respect for other cultures. Studies of neighbouring peoples' culture should contribute to development of feelings of equality, dignity and moral culture of international relations and establish a cultural dialogue between representatives of different nationalities. Polycultural education of would-be teachers should have four components: (1) motives and values, which are aimed at developing sociocultural identification of the student as a condition of understanding and entrance in a polycultural environment); (2) cognition, which is aimed at digesting the basic concepts stipulating the variety of the world; (3) emotions and judgements, which are aimed at developing a positive emotional attitude to cultural pluralism; (4) operations and activities, which are aimed at developing skills stipulating the behavioural culture of the world.

Polycultural education focuses on creation of conditions for social and cultural identification of a person, stipulating his/her status in an intercultural dialogue and providing the person with primary experience of cultural studies; development of ideas of cultural and ethnic pluralism of the world both in space and time; education of tolerance and respect of all peoples' right to preserve their cultural originality; familiarisation of students with the concepts enabling the fullest description of a polycultural environment; familiarisation of students with the technologies of reconstruction of values of cultural communities carrying on a dialogue, which is the first step towards understanding the cultural dialogue participants' motives, affirmations and biased opinions; development of critical digestion of the polycultural reality in would-be teachers.

The central feature of the 21-century person, his/her behaviour and life philosophy, is culture manifested in accomplishments, professionalism and high moral principles. The core principle of the national education system is *from near to far,* i e. from the national culture to neighbouring peoples' culture, Russian culture and global culture. It seems reasonable to familiarise the rising generation with our national history, art and traditions, but in the context of cultural development of Russia and the world, to introduce to the cultural values reflecting the wealth of universal culture, including cultural traditions, customs, ceremonies of the peoples of Russia, their republic / province / district, their interaction and reciprocal influence, history and languages. This enables a more accurate identification of the role and the place of home culture in the general civilisation process, prevent the ethnos from self-isolation, provide a unity of cultural and educational space, and eventually contribute to an increase in social mobility of a person. Inclusion of integrated courses of literature, culture, history, religion, and art of regional peoples into the syllabi helps to understand the reciprocal influence, interpenetration and cross-fertilisation of cultural and historical experience of different ethnonational communities and identify its universal potential. Personal orientation towards national values is an element of professional culture because personal familiarisation with the national culture, and personal inclusion into the branched and original hierarchy of values of this or that historical culture, is the major condition of education and development of a holistic and creative personality.

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CONTINUOUS EDUCATION AS A FACTOR OF SHAPING A CULTURED PERSSON

L. V. Firsova, I. P. Chernykh

The most important task of continuous education, including self-education, is to form a cultured person who is able to work with sets of symbols from different cultures. In the educational process of the modern institution of higher education, shaping a cultured man is aided by a philosophy that stimulates and fosters the creative abilities of a personality.

The philosophical concept of education regarding the self-shaping of a personality in the process of cultural self-actualization dates back to the 19th century. German thinkers Kant (1724-1804), Fichte (1762-1814), Schelling (1775-1854) and Hegel (1770-1831) all made considerable contributions to the development of such an approach. Kant viewed education as the hope of mankind for the betterment of every individual and the human race as a whole. The capacity for people to be educated is an earnest historic optimism and a hope for mankind. In his opinion, education is a duty society owes to everyone; it must introduce people to freedom. In this applied aspect, freedom acts as an opportunity and the ability to be guided by one's own reason. Kant values freedom of thought because as a result of such freedom, *"the nation gradually becomes more capable of freedom of action."* Education is capable of improving mankind and mankind, in its turn, is faced with the task of self-education which will lead to his freedom. He maintains that "with freedom, there is no need at all to take care of public peace and security. People are capable of climbing out of ignorance gradually unless someone deliberately seeks to maintain them in that ignorance" [2, p.34]. The development of moral principles, of an ability to understand sublime and beautiful things and the shaping of goodwill become the main functions of education. Kant has demonstrated that the continuous development and interaction between the objective and the subjective take place in the process of training; social experience transforms into a worldview, while knowledge, values, convictions, ideals and personal characteristics transmute into personal culture.

Fichte placed special emphasis on the role of education in the life of a nation. He thought that radical changes in the life of a society amounted to a radical change of human relationships and man's position in the world, while a social crisis is a symptom of a need for change in the life of a nation. A nation that is incapable of change has no future. The optimum means for positive changes in the life of a nation is national upbringing and education. At the same time, Fichte considers a "new upbringing" as " "the only means of upbringing towards philosophy" [3, c. 35].

Hegel has significantly contributed to the role of philosophy in education. In his work "Philosophical Propaedeutics" he refines the philosophical meaning of the concept of education by demonstrating the essential meaning of the phrase "to educate oneself". According to Hegel, the basis of human beings is dualistic; it consists of natural and spiritual factors. From the point of view of the spiritual and the reasonable principles, intrinsically a human being is not what he or she must be. His or her duty is not only to preserve him- or herself physically, but "to raise

his individual being to his general nature, to educate himself" [1, c. 61]. Education permits a person to harmonize the two sides of him- or herself, which is to say, to bring his or her individuality into conformity with his or her reasonable side, to make it predominant and thus become free. It is evident that the concepts of "education", "duty" and "freedom" are closely connected in Hegel's works; without understanding his or her duty, a man will not begin his or her education, the aim of which is to achieve freedom. Only after having been educated does a human being have the capacity to act.

As a whole, the classic paradigm of education ensured the progress of European civilization and culture. General and compulsory systems of primary and secondary education were implemented and practiced in all European countries. The education of a cultured person is based on this achievement of world civilization.

According to modern philosophy, the tasks of bringing up a cultured person are as follows: a) the development of humanistic traditions, refocusing the pedagogical practice on the spiritual and axiological aspects of a personality; and b) forming the axiological and conceptual motives of activity which promote the evolution of students' creative potential.

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CHARACTER BUILDING USING FOLK TRADITIONS

Sh. M. Khudoikulova

A determining and integrating factor of the functioning of character building's conceptual core is its value-orientational component. A person's interests are determined through the orientation of his or her social activity towards professional forms of the national spiritual culture and national forms of preference within cultural consumption. Value orientations can be determined via the system of a person's social-value norms and ethnic identity. In our model special attention is given to the tasks of national self-consciousness formation via ethnic identification. Ethnic identification based on positive attitudes allows for the formation of an emotional-value attitude towards the national culture, which results in the development of an ability to be tolerant. The second component of character building is the functional-activity component which performs the role of a system-forming factor, thereby ensuring the orderliness and integrity of the system as well as the functioning and development of its major elements and connections. This component is based on the joint activities and communication of learners, teachers and parents. In our model cognitive activities aimed at the achievement of the set tasks are prioritized. A specific feature of cognitive activities in the model is its orientation towards the traditions of folk pedagogics.

Cognitive activities are the basis of the rhythmic, year-long cycle of traditional folk culture holidays. According to the methodological substantiation of the selection and structuring of the determinant ethnic-national education contents is the solution to the problem posed by the correlation of the national and the universal in culture. Therefore, the methodological statement in designing the structure of an ethnic-national education consists of three components: ethno-cultural, cross-cultural and multicultural.

The ethno-cultural component presupposes the formation of a bearer of the culture of the particular nation, which is represented by the following subjects: folk culture, national (native) language, national culture, ecology, local history, history of religion, ethics, theater, etc. The major area of value orientations formation by means of folk pedagogics is the introduction of elements of folk culture within the educational contents of the curriculum, including the native language, literature, history, natural science, mathematics, physical education, music, and fine arts. One of the leading areas of a student's introduction to folk values is work with parents and the general population. This work has the following forms: (a) special workshops on the introduction of specific features of the region's folk culture for different categories of the population; (b) workshops for parents in folk pedagogics; (c) the creation of clubs ("Chevar", "Tikish-bichish", folk craftsmen, etc.) and study groups (willow weaving, hand weaving, knitting, etc.); (d) holidays of the street, village and a number of other forms. A mandatory condition for the success of the work is the joint activities of children and adults. The character building work of introducing learners to their folk culture has the following forms: (a) various classes

where the learners study the experience of folk pedagogics; (b) independent research and pre-conceptual study; (c) excursions (training, educational, production, etc.); (d) restoration work and events supporting the traditions of charity and mercy.

The federal component is represented by the subjects of the humanitarian, natural-mathematical and artistic-esthetic cycles which form a person of Uzbek culture.

The multicultural component is represented by the subjects which form a person of global culture, such as world fiction, world history, etc.

A specific component of character building is the communicative one. It includes two elements: relations in the community of children and adults as well as the internal and external ties of the educational system. The relations are the key character-building factor; they determine the effectiveness and efficiency of a school's educational system. Every school student is involved in the system of various, multifaceted human relations. The attitude towards the student and his or her attitude to the people around depend on many factors.

The school community, as a mixed-age association and consisting of different social groups, has considerable educational potential. It creates a natural and simultaneously favorable situation for the development of a child's personality. According to M. Khaidarov, the most fruitful type of interaction is the cooperation that presupposes objective knowledge; mutual understanding; a reliance on the best aspects of one another; humane, friendly, trusting relations; activity of the interacting parties directed towards the establishment of contacts and the organization of activities; mutually understood and accepted goals and rules of actions; and a positive mutual influence stimulating the moral and spiritual growth of children, parents and teachers themselves. It is these statements that form the basis of building the relations in our model.

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PROBLEMS OF FAMILY EDUCATION AND SOCIAL ADAPTATION OF CHILDREN IN ETHNOPEDAGOGICS OF KARAKALPAKSTAN

M. Khudoyarova

Within the framework of this report, special attention is paid to the role of traditional education in social adaptation of children in Karakalpakstan. Karakalpakstan is a country that was formed and developed within the framework of the "rice" civilization. Rice agronomy means a variety of irrigation works (construction of dams, creation of artificial lakes, soil drenching in some places and soil drainage in other places), with which one family cannot cope. Therefore, farmers unite into the communities. Many researchers believe that the culture of Karakalpakstan is a communal culture. In earlier times, due to the fact that only a community was able to ensure everyone's welfare, the Karakalpaks lived in very close cooperation with the community and for the community. Each of them had a very complicated relationship with other members of this small community. This relationship was intermingled and dominated in their lives. Everyone always had to perform his/her duties in the community and be ready to sacrifice his/her life for the sake of other people, rather than keep it for himself/herself. People expressed their ideas, opinions and feelings through the hierarchical relationships of their representatives (family, relatives, community). Collectivism has penetrated deeply into the family, and therefore social standards and rules dominate in traditional Karakalpak families. It is primarily expressed in the complete dependence of an individual upon his/her family; an individual has never been a separate, independent person. An individual built contacts with others only through his family and on behalf of his family, in the same way as the society managed and controlled the behavior of an individual through his family. This is true not only for the adults, but also for children: in the course of communication with a child, people do not pay attention to his/her personality, but rather are interested in who the parents of this child are, and on this basis form an opinion about the child.

Thus, like every ethnic group, the Karakalpaks have both positive and negative aspects of their personality. For the people of Karakalpakstan, such concepts as individuality and property are not that important. Nevertheless, the Karakalpaks have a strong drive for freedom, although we mean freedom of not one specific person, but freedom of the whole nation. General welfare is a main value, whereas wealth is temporary, ephemeral, so people ignore wealth and value the human relationships. The Karakalpaks are emotional and sincere in dealing with other people. They have no great desire to create. Their dream of happiness is very simple: people prefer to live in peace and stability. These national characteristics have a tremendous impact upon the process of socialization of children, which is as follows:

(a) A multi-generation family is typical for the Karakalpaks, where children are raised not only by parents, but also by numerous relatives. Due to the communal form of organization of life, children are educated not only by members of their family, but also by neighbors and other members of the community. The main mechanism of socialization in a traditional family included imitation of

behavior of the adults (parents, relatives and other people), during which children took from the adults' standards of relating to events and people, as well as rules of conduct. Gradually, children developed their value orientations, largely similar to those that their parents had;

(b) In traditional Uzbek families, moral education was the most important content of the socialization of children. Senior members of the family strictly controlled the behavior of all family members during the process of taking food, the way of walking and talking, and means of expressing their attitude towards others. With such tight control, a child from his/her very early childhood knows that he/she must do what others expect of him/her, and not what he/she thinks to be right and necessary, or what he/she likes.

(c) In a traditional society, a person was born and grew up in three public organizations (a family, a clan and a community, consistently mastering three major roles – a son / a daughter, a relative and a resident of a community), governing his/her behavior. Therefore, the process of socialization starts from birth.

(d) The hierarchical relationship is particularly important in a traditional Karakalpak family. The understanding and focus on this for communication with different people (not necessarily relatives) is an important aspect of socialization of children. The formation of the hierarchy in a family takes place based on three parameters - generation, age and gender. According to traditional views, parents in the family hierarchy are above children, seniors are above juniors (this applies to both adults and children), sons are above daughters, and husbands are above wives. From their childhood children learn this hierarchy, understand their place in it, and learn to act in accordance with their stated place, performing clearly defined responsibilities.

(e) Respect and reverence for ancestors is an important aspect of moral education of children. The Karakalpaks believe that success or failure, luck or disaster, happiness or sorrow are less dependent on the person, and are associated with the patronage of the Holy Spirit. Therefore, people should honor the older generation during their life, and regularly worship their dead ancestors.

(f) Respect to parents is a very important content of moral education of children. In previous historical periods of Karakalpakstan society development, people believed that respect was expressed, first of all, in absolute subjection of children to their parents, especially to the father; secondly, children have no right ever to evaluate the behavior of their parents (for them, their parents are always right, and to act like their parents want them to act is a supreme duty of the children; thirdly, respect means that children need to please their parents with their success in life and in work; and fourthly, respect is expressed in service of children to their parents during their lives and in worship of their parents after their death.

(g) In a family, parents will also pay special attention to the formation of the relationship between children. Brothers and sisters should love each other and help each other, which is important in the highly developed network of the family relationship. Children are taught to love and feel

responsibility towards their relatives. This is why in communication with other people, children get used to focusing on blood and non-blood relationships, with the priority being on the former. Children are taught that relatives should express solidarity with each other and protect each other in any situation. In some villages there are even written rules and norms of behavior and relationships between relatives, which all members of the clan must follow. Otherwise, when someone from the family breaks these rules, he/she will certainly be excluded from the family, which is a terrible punishment for each person in a traditional society. Apart from a family or relations between relatives, a person is included in various social groups of the community, each of which has its own norms and values. When entering into relationship with the group, an individual must meet its expectations. Therefore, parents always bring up their children so as to ensure their fastest possible entry into the community. This was the main content of socialization of children in a family.

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THE INNOVATIVE CULTURE OF A PEDAGOGUE IN THE CONTINUOUS VOCATIONAL EDUCATION SYSTEM

I. I. Tsyrkun

As we have demonstrated [1–3], the problem of defining the innovative status of a future pedagogue is among the least worked out. Traditionally, the core of continuous professional education is functioning pedagogical practice and a future teacher's ability to retransmit subject knowledge, skills and know-how, as well as competencies. Integrated innovative activities are reduced to their separate phases: study; practical implementation of achievements of pedagogical science; progressive pedagogical experience; and creative research of innovative teachers. Innovative educational practices are mostly studied during a teacher's postgraduate training phase. The long term adaptation of a specialist to efficient activities brings about his or her competitiveness in the labor market.

We shall view the concept of "innovative pedagogical culture" as the genetic nucleus of future teachers' special innovative training. The innovative culture of a pedagogue is a subsystem of that innovative culture when viewed in the context of education and upbringing. It is interconnected with other types of cultures, e.g. the gnostic and the projective one. However, unlike the gnostic culture, which is primarily focused on obtaining new knowledge of reality, innovative culture actualizes the practical application of scientific knowledge, including scientific knowledge and its goal of enhancing the efficiency of education. While innovative culture coincides with projective culture in many respects, it ensures the integration of all aspects of pedagogical activities and their enhancement as a result of innovative interaction. The innovative culture of a pedagogue is a derivative of his or her ideal innovative pedagogical activities and it expresses its quality. At the same time, it denotes traditions and creativity as well as the realization of a pedagogue's teleological aspirations and independent activities. Innovative culture also determines the professional pedagogical progress of a pedagogue.

If we proceed from the fact that culture is an aggregate method and product of human activities, innovative culture is an integrated method and product of a pedagogue's innovative pedagogical activities, i.e. the totality of what he or she creates and how he or she creates it and realizes it in his or her socially directed, permanent pedagogical activities. The theoretical value of this concept is to identify the integrative forces which encompass all aspects of pedagogical activities, integrate them and make innovative activities holistic. An excessive exaggeration of the significance of cognitive processes, scientific cognition or axiological consciousness, as well as an ignorance of them, render visions of pedagogical innovations lopsided and docked.

Such an understanding of innovative culture permits one to formulate a number of its specific functions: the rational and praxiological; the organizational and regularizing; the descriptive and explanatory; the forecasting and controlling; the euristical and cognitive; and the communicative and transferring. The rational and praxiological function of innovative culture resides in the fact that its content is filled with expedient and efficient means of education that have undergone comprehensive expert assessment in practice, by expert evaluation and

pedagogical experiment. The methods and means of innovative practice are also presented here in concentrated form. A pedagogue is introduced to elicited and statutorily approved, stereotypical procedures of pedagogical activities due to the organizational and regularizing or didactic function. The descriptive and explanatory functions of innovative culture reside in the adequate expression of an innovative problem's essence and the explanation of the transformations being carried out. This permits for the making of necessary and timely adjustments to the specific innovative processes. The forecasting and controlling function of innovative culture makes it possible for a pedagogue to foresee and predict possible progressive changes to the educational system and to control them, creating adequate conditions and evaluation criteria.

Not only does the availability of an aggregate of patterns and examples of innovative pedagogical activities in the arsenal of innovative culture permits a pedagogue to concentrate on something else apart from the actual problems of innovations but also to reflect upon and renew this fund. This is the role of the heuristic and cognitive function of innovative culture. Due to the communicative and transferring functions of innovative culture, the collective innovative reason of pedagogues is pooled on its basis while the permanent monitoring and exchange of innovative pedagogical activities' products and procedures are organized.

The introduction of the "innovative culture" concept to pedagogics is essential and timely, it corresponds to the progressive tendencies in the development of education. The concept of the "innovative culture of a pedagogue" is the leading one in the space of such categories as pedagogical novelty, innovative process, innovative activities and efficient educational practice. The categories listed above form a cultural and praxiological model. They are the source of a new system of views concerning the special innovative training of students. It determines the didactic status of innovative culture as the morphogenetic basis for the development of a project course and the technology for the special innovative training of students.

Innovative pedagogical culture as a system comprises a pedagogue as a creator of innovative culture and the principal product of pedagogical activities created by it as well as pedagogical work and a system of means through which a pedagogue's activities are carried out. It should be noted that the means of activities is the elementary unit of culturological analysis at the level of cultural tradition. In this case, innovative activity acts as a class of innovative culture phenomena. A specific system of means as a form of reflection and information about the components of pedagogical activities can be elicited only by means of asking the following general questions: "*What is necessary to carry out ideal innovative activities?*" and "*What is necessary to know about its components*?" A system of means thus determined, invariant in respect to the isolated innovative processes, will become the reflection of pedagogical activities and create a class of phenomena belonging to the cultural tradition.

As a result of using the consolidation method, we can conclude that innovative culture as a system includes four subsystems: 1.) the basis of innovative culture; 2.) its nucleus; 3.) its consequence; and 4.) its attachments. The basis, nucleus and consequences contain the whole aggregate of the necessary means for both for carrying out innovative activities as a whole and the information supports of its principal spheres: pedagogical research, the creation of a pedagogical novelty, its

realization and the reflexion of a pedagogical innovation. The subsystem of innovative culture phenomena is functional. It is oriented toward further refinement of previous cultural subsystems in the form of a basic innovative strategy. The subsystems of innovative culture are connected with the elements of innovative activities; they reflect the whole aggregate of its regulators. The following items are concentrated at the base of innovative culture: The thesaurus of innovative problematics; statutorily approved pedagogical instructions (SAPI); and innovation environment (IE); the object-and-subject bases of pedagogical activities and making up the initial pedagogical reality; empirical facts about pedagogical reality; and the aggregate of methods and techniques for ensuring the innovative activity of a pedagogue, including general scientific methods, pedagogic research methods, as well as complex and creative methods. The predominant function innovative culture's of the basis of is to obtain prerequisite knowledge, to substantiate it and to formulate an innovative problem. Its auxiliary function is to provide all the subsequent spheres of pedagogical activities with the necessary tools.

The nucleus of innovative culture is mainly intended for carrying out activities in the sphere of creating pedagogical innovations. This is its main function. The nucleus of innovative culture in itself is an informational basis, the source of a scientific rationale and the description of a pedagogical novelty. These elements permit us to localize a purely transforming activity of a pedagogue. At the same time, the nucleus of innovative culture also performs the auxiliary functions of the ideological and programming support of all spheres of pedagogical activities, in particular, the sphere of pedagogic innovation reflection. It includes the consistent patterns of pedagogical activities; typical pedagogical problems of an innovative nature or innovative problems; specimens of a pedagogue's discussions and critical speculations; the values (goals) of pedagogical novelties; theoretical prerequisites (concepts) of pedagogical novelties; schools of pedagogical novelties; and implicit knowledge and borders of pedagogical novelties. The results of innovative culture contain the following elements: templates of innovative proposals, templates of innovative projects, templates of innovative programs and scenarios, templates of pedagogical novelties descriptions; and templates of pedagogical works, pedagogues' biographies and profiles. The dominant function of this culture subsystem is to create necessary prerequisites for the successful realization of pedagogical novelty and innovative action.

A basic innovative strategy is the dynamic component of innovative culture. It sets the heuristics and details for carrying out ideal innovative pedagogical activities, including the general rules of innovative practice; possible methods for their realization; and the most favorable factors for ensuring the efficiency of pedagogical activities.

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CONTINUOUS EDUCATION IN THE CONTEXT OF LABOUR MARKET AND MARKET OF EDUCATIONAL SERVICES

EDUCATION: SOCIAL ORDER OR EDUCATION SERVICE?

M. M. Akulich

Modern society can function and develop only through the broad development of professional education. The need for education is connected with the basic needs of mankind in general and of individual countries and peoples, in particular. Subjects of educational needs are: humanity, society, state, family, employer, and individual. Structurally, the need for education of these subjects is not identical, but has general, special and singular aspects.

The need for education, depending on the subjects, can be presented as follows: humanity's need in education is conditioned by the whole course of historical development; society's need in education is related to achievement of social goals and strategies; the state's need in education is conditioned by the environment of competitive coexistence of different states; the employer's need in education is conditioned by the need for specialists with a particular profile and qualifications; the family's need in education is conditioned by, on the one hand, the cultural and intellectual level and image of the family, and on the other, by the desire of parents to have educated children engaged in intellectually qualified and management activities; the individual's need in education is conditioned by the need to match the requirements of time and the realization of individual life strategies.

The need for education is objectified in the interests and goals that are realized through educational tactics and strategy. The need for education, educational interests and goals, as well as mechanisms to achieve them, do not remain unchanged. In the context of modernization and innovative development they undergo significant, fundamental, essential changes. The very understanding of what an educated man, a professional is, also changes.

The vector of human development shows that with the development of the level of homo sapiens' requirements for the education of people, their professionalism increases. Any country needs professionals with various skills and training levels. This is determined by the stages of technical, information, and intellectual development of the country. In accordance with this, the need in a person with a certain set of social and professional qualities is being developed, including innovations. The need for specialists in various fields of specialization is implemented through the social order and rendering of public services.

Currently, in the scientific terminology there is such a concept as "social order for education" or an "educational service". These concepts are related to the implementation of educational needs and require categorical certainty, a clear understanding of their differences. In terms of methodology, understanding of the

nature of these concepts is possible by considering them in conjunction with the term “education as a social institution”. Education as a social institution performs well-defined and well-known social functions, is characterized by specific roles, rules and regulations. Social order for education provides opportunities for functioning and development of the institution of education. Social order for education is, on the one hand, the state order for preparation of professionals, and on the other hand, the order of the society for preparation of an educated man as a member of the society. Employers and the family play an important role in shaping the social order. Family directly affects the educational strategies of a person, the choice of profession and of a higher educational institution, as well as the choice of future job. The employer, currently, still has no significant effect at the stage of professional self-determination of youth, although this goal is set. His role becomes significant in the process of the students’ choice of place for probation and in the work of the graduates.

The government implements the state order, correlated with the social order, in the form of budget-funded places, and through educational services regulates the process of preparation of specialists, providing high quality services for the customer. We can agree that the “Public service and the public function reflect the processes of interaction between the state and the society; their fundamental difference is in the initiator of interaction: 1) if a PUBLIC AUTHORITY is the initiator of the interaction, the interaction is qualified as a state function; 2) if a CITIZEN or an ORGANIZATION is the initiator of the interaction, it is a public service” (1, p. 1).

Thus, education is, on the one hand, a state function and a public service, and on the other hand, a social institution that fulfills certain social functions. Educational service is a specific mechanism for implementing the functions of education as a social institution, as well as the public functions related to the existence of education. Under market conditions the educational services are provided not only by the state educational institutions, but also by the non-governmental institutions.

Summarizing the above, we should note that understanding of education as a public service does not negate its understanding as a specific social order. Education, as a social institution, is a result of the social order (in the broad sense), and the social order is fulfilled due to the rendered public and private educational services. While responding to the question, whether education is a social order or an educational service, we may say that it is both an order and a service from different aspects of consideration, from different viewpoints.

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ON THE ISSUE OF DEFINITION OF THE NOTION OF THE CULTURE OF ECONOMIC THINKING

O. V. Bondarenko

The National Doctrine of Development of Ukrainian Education in the XXI Century says that one of the vital tasks faced by contemporary higher educational institutions is the creation of conditions for the formation of the professional economic thinking of future specialists. This educational task can be fulfilled by geographical subjects, during the study of which, future teachers learn about the specific features of the national economy, international geographic distribution of labour, present spatial structure of the economy, and sectored makeup of economy. The works of many psychologists and teachers are dedicated to some aspects of the problem under study. Scientists actively search for ways of the effective formation of economic thinking and economic culture of students of secondary educational institutions. However, the problem of the formation of the culture of economic thinking of students of higher educational institutions, and future geographers in particular, has not been the subject of special pedagogical research.

Teachers lack a common approach in defining the essence of the notion of "the culture of economic thinking", which is primarily explained by the variety of the researched aspects of this phenomenon. We will consider in brief the essence of the basic notions of the problem of "economic thinking" and "economic culture".

There are several approaches to understanding the essence of the notion of "economic thinking". According to the first approach, it is considered to be the process of mediated and generalized imaging of the state of economic life in the form of notions in people's minds; understanding of the regularities of development of the society; assimilation of empirical experience, economic knowledge, and their application in conscious activity (L. Blyakhman, K. Ulibin, B. Shemyakin et al.). L. Ponomarev, I. Klepach and V. Popov consider economic thinking as an intellectual quality, the human ability to image, to comprehend economic phenomena and relations, to understand their essence and ties, to assimilate and to correlate economic notions, theories, and requirements of economic laws with reality, and to build their activities appropriately [1].

Based on the analysis of scientific literature, we will understand economic thinking as the process of mediated and generalized cognition of the phenomena of economic reality in their essential properties, ties and relations, which take place on the basis of preparedness for their comprehension using the techniques of mental activity, and is completed with the formation of economic knowledge, its transformation into convictions, and implementation in practical activities.

Of no less significance for understanding the essence of the notions studied by us, is consideration of the approaches to the definition of the personality's "economic culture". S. Matveev and L. Lasota define economic culture as a complex of ideas, convictions, habits, and behavioral stereotypes, which are

implemented in the economic sphere of society and are related to economic activities [2]. According to K. Stepanov, economic culture is the permanent system of values and stereotypes of behavior, cultural criteria, traditions, social customs and skills, recreating the specimens and models of economic activities dominating in society. From the pedagogical point of view, economic culture is the socially conditioned level of development of the personality, ensuring its preparedness in the sphere of economic activities.

Summing up the approaches to the definition of the basic notions of the problem under study which are available in scientific literature, as well as considering the specific features of the teacher's work and the requirements set to the personality of the graduate of the geography department of the pedagogical university under "the culture of economic thinking", we understand the socially conditioned level of development of the personality of the future geography teacher. The culture of economic thinking unites the following components: special economic knowledge (knowledge of economic laws and regularities, economic terminology, competence in issues such as economic changes taking place in the country); qualities of economic thinking and consciousness (ability for economic analysis, acceptance of economic values and their correlation with general human ones, critical attitude to reality and economic behavior (active participation in economic activities at different levels, ability of rational organization of one's activity, search for an optimal solution to problems).

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EVALUATION AND TASKS OF TODAY'S SYSTEM OF BUSINESS EDUCATION IN THE TVER REGION

O. V. Zabelina
I. A. Kaplunov

One of the priorities of the development of Russia includes the relative alignment of the economic development of the regions with the maximum use of their internal resources. It is practically impossible to solve this problem without the development of modern regional business education. It is also important to take into account national and regional peculiarities, and opportunities in the education of specialists, aimed at the development of the competitive advantages of the region.

The Tver Region has recently become a staff donor for neighboring regions, due to low employment capacity of the most contracting enterprises. Since owners of the leading companies in the region are residents of Moscow, the Moscow Region and St. Petersburg, and the region is a transit territory, the executives and managers, as well as the leading specialists of companies are in most cases sent to the capitals' business schools for training. This is due to several reasons, including - higher quality of services in the capitals due to high competition in the market of business education; small transport and time costs associated with moving to the neighboring regions for training; absence of business schools in the Tver Region. Analysis of the situation in the market of business education in the Tver Region has been carried out. Sources of information included the official websites of the educational structures that call themselves business schools (or structures for business education), as well as the information obtained by using the interview method. The findings lead to a conclusion that none of the Tver educational institutions can be referred to as traditional business schools, as an organization dedicated to the implementation of business education programs and issuing of MBA diplomas. Of the four possible models of business education in Economics and Management (higher education/second higher education, professional retraining, advanced training, and MBA programs), less than a quarter of the educational institutions (21.4% of the total number) offer at least three of these. All of them are the leading universities of the Region. An MBA program is offered by only one of the institutions, but it does not implement it in the Tver Region, acting as an intermediary between the Tver consumers of relevant services and a business school located in the capital.

The most popular programs offered by the Tver market include advanced training, training sessions and seminars. Possible reasons for this situation can include, on the one hand, the focus of the educational organizations on small businesses, and on the current demand in the business environment of the region, the underestimation of the future needs of businesses, both in the medium term and in the long term. On the other hand, the limited financial capabilities of

enterprises and organizations of the region (potential customers), which results in their low activity both in the field of training of personnel in general, and with regard to cooperation with regional business and educational institutions.

At the present time, Russian companies are in the process of transition to post-industrial production. They have not yet mentioned their new and often developing business processes, and have not yet certified individual operations inside them by implementation of the international quality control systems. That is why businesses often cannot accurately articulate their requirements to their staff, replacing requirements for qualifications and competences with requirements for age, diligence and enthusiasm.

The true difficulty in operating any business school is that its viability is ultimately determined by its innovativeness, namely the systematic search for the surrounding changes, and introduction of such innovations into customer service, and it is the customers who make these changes possible and necessary. The fundamental problem of such an approach is the difficulty in finding solutions that will help to get closer to meeting the needs of tomorrow. Obviously, such developments are not possible within the framework of short-term advanced training programs, and especially within the framework of training sessions and seminars. Moreover, the very essence of such programs does not mean fundamentalism, and is aimed at the exploration of current business issues and actualization of the existing competences. With regard to the requirements for admission to the program, the most stringent requirements are those of the second higher education programs. These are statutory requirements, which are not initiated by the market. Under the supervision of the educational institutions themselves, apart from the requirements for the availability of material support of applicants and a certain level of already received education (also established by the law), no competitive entrance examinations and no competition procedures are required. The main thing is not being assessed – the level of knowledge and capabilities of applicants. It means that education is organized for both those who are already familiar with the business environment, and for those who may even not have any employment record, or only have theoretical knowledge about business processes. Perhaps that is why business leaders and executives, as well as senior government officials of the region, prefer training in business schools in the capitals.

It is well known that the final consumer of services of business education is not just a student, but also an employer and an organization, including corporate customers. The latter significantly affect the development of the education market. Based on the analysis, not many educational structures discuss their willingness to work with corporate clients on business programs in the area of economy and management (42.9% of the total number). This indicates an adequate level of self-esteem by these structures in the level of their capabilities. It is typical that none of the organizations of Tver and the Tver Region is a member of the Russian Association of Business Education (RABE). Nevertheless, there are the “beginnings” of a business education system in the region, in a very peculiar form. We mean the “beginnings”, since they do not represent a systemic phenomenon

and have an irregular nature. It is first of all, training within the framework of the Presidential program of the preparation of management staff for organizations in the national economy of the Russian Federation. The main purpose of the program is training and retraining of management staff for the country's enterprises, capable of leading the Russian economy to a higher level of a quality (so, we mean business education). In the Tver Region, this program has been implemented for over ten years, and more than 850 managers and specialists in the region have undergone training. However, the bulk of students of the program today consists of civil servants of a constituent entity of the Russian Federation and municipalities. Moreover, it is not business education, but rather training of “managers of the public sector”. It turns out that a whole segment of the educational activities: “business management”, “business administration”, education for profit, business education itself - is completely absent, despite the obvious need for it.

In general, we can conclude that in the Tver Region there is no competitive environment in the field of business education. The region does not have any business school ready to compete, not only with Russia's leading business schools, but also with schools in other regions of the country. However, there are structures that have the potential to catch up to the average level existing in Russia. As practice shows, Tver universities have the potential to build a structure that could meet the requirements of the modern business environment - flexible, mobile, actively interacting with colleagues, and not afraid to operate in the conditions of competitive educational programs.

Particular attention should be paid to the fact that universities in the regions are main ones, and often the only structures involved into additional professional education. It is logical to propose the formation of business educational structures in major higher educational institutions of the region on the basis of units engaged into additional education. It is important to prevent the influence of negative features of regional high schools upon business education programs. The forecasts of prospective staffing requirements of the Tver Region confirm the need for creating a reserve of managerial staff already in the medium term. It can be formed to a greater extent due to the programs of business education. In this regard, the region is of interest for the implementation of the pilot projects of business education.

To build a new education system, it is necessary to have an absolutely new breakthrough philosophy, based on business strategy, the essence of which is to identify challenges and future needs as a basis for building a new model, focused on future challenges and future demand. The breakthrough strategy has a chance to create a new institution, a unique and highly effective one in the logic of future needs. This is particularly important in post-industrial society.

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HOW CAN UNIVERSITY GRADUATES BE INVOLVED IN SCIENCE AND INNOVATION ACTIVITIES?

S. A. Ivanov
S. M. Snopova

Due to the focus on modernization and development of an innovation economy in Russia, science and innovations are being paid special attention not only by government authorities and large businesses, but also by institutions of higher professional education. In recent years, 57 Russian higher education institutions have received financial support for the implementation of innovation programs. 29 universities acquired the status of National Research University on a competitive basis and received funds for development programs, including the creation of an innovation infrastructure and development of research. Financing of all development programs in 2009–2010 totaled 8.42 billion rubles. However, the lack of skilled personnel, in particular young researchers, still remains one of the problems in the science and innovation sector.

In 2013, the Center of Sociological Studies and Online Surveys at St. Petersburg State University conducted a telephone survey as part of a study of staffing problems in the science and innovation sector. The survey covered graduates from higher education institutions in St. Petersburg after 2008, postgraduate students, and graduate students who combine their final year project activities with employment in science and innovation organizations. In total, the survey covered 245 respondents residing in St. Petersburg.

Let us consider some results of the survey. The respondents were asked what reasons they believe to hamper the involvement of young people in the innovation sector. They had to provide three most relevant answers. Figure 1 shows the distribution of answers.

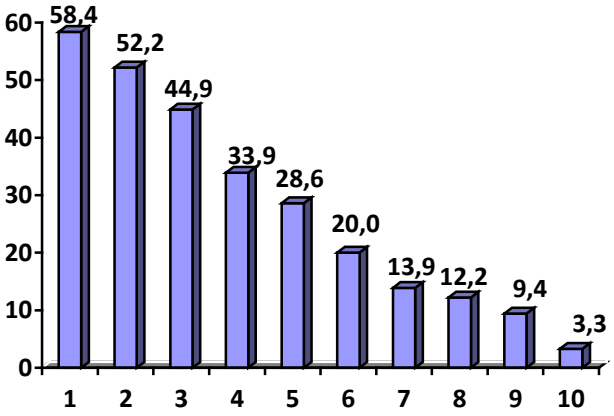

Figure 1. Ranked rating of problems hampering the involvement of university graduates in the innovation sector (answer of respondents, %)

1 Low salary
2 Unclear career prospects and opportunities
3 Poor conditions for scientific innovation activities
4 Lack of social benefits, difficulties with housing
5 Lack of interest in scientific innovation activities
6 Problems with upgrading skills
7 It is not prestigious to work in the sector
8 Young people lack social competencies and personal communication skills
9 Complicated relations in research teams, lack of creative atmosphere
10 Other

As expected, problems of remuneration in the science and innovation sector took the top of the list. In the modern world, where you have to pay for everything, the size of one's salary is indeed important for young specialists who have graduated just recently. The science and innovation sector, especially fundamental science, does not boast high salaries, unlike, for instance, management, finance, advertising, etc. The salary of a junior researcher with a PhD degree in government-funded research and educational institutions is less than 20 thousand rubles. The ceiling of the entry salary of a young specialist in large science and innovation companies, including those involved in defense contracts, does not exceed 25 thousand rubles. However, in addition to remuneration, an important factor for graduates is professional and career growth and opportunities for self-development and self-realization. According to more than one half of the respondents (52.2%), they are hampered from joining the science and innovation sector by unclear career prospects and opportunities. Low salaries and the lack of visible prospects of professional growth constitute the negative image of the science and innovation sector that makes it unattractive for graduates.

In addition to these factors, there are a few other things that are also mainly associated with the current image of the science and innovation sector and working conditions it offers. Young people believe that modern Russian science and innovation organizations fail to provide necessary conditions for research and

innovation (lack of modern equipment, etc.), social benefits, etc. This not only pushes graduates to engage in other economic activities, but also motivates them to search for jobs in their profession abroad where they feel they can find better conditions for scientific work and decent remuneration. At the same time, it should be noted that a rather large percentage of university graduates do not, in principle, intend to work in the science and innovation sector. About one third of the

It follows from the data shown in Figure 2 that the educational process should be profoundly restructured in order for students to develop interest in innovation and to build their skills and willingness to work in science and innovation organizations after graduation. The change should aim to increase the number of hands-on activities and to involve students in real innovation projects, preferably at enterprises, as well as in small innovation companies organized at universities.

One of possible models of the educational process, especially for senior students, is to organize a dual system of staff training similar to that existing in Germany or the one that was offered by higher technical education institutions in the USSR. In any case, this should be a process of learning combined with the development of practical skills which are most successfully developed in real teams.

In general, it can be said that on the one hand the Russian system of higher professional education needs a modernization process, and on the other hand the science and innovation sector should offer young specialists more attractive conditions, and the image of science and innovation organizations should be changed. Future graduates themselves should make efforts to develop their innovation competencies, become more creative, responsible and sociable, which is also quite important for working in innovation companies.

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POLISH LIFEWIDE LIFELONG LEARNING (LLL) IN THE FIELD OF BUSINESS AS EXEMPLIFIED BY ACCOUNTING

A. Karmańska
R. Grabowski

Doing business in the knowledge based economy, whose resources and accessibility are multiplying in a nearly geometric progress, poses a great challenge to business people. The context of sustainable growth, which is very important at present, explicitly determines educational tasks within the business sphere. Business requires a permanent updating of knowledge and skills as well as developing an ethical conduct expressing the concern for the environment and people who do not find its consequences indifferent.

Accounting is an area in which business activity is focused, like in a camera lens. This activity is expressed by the financial measures of the used assets, the sources of their financing and the achieved results. Accounting is a metalanguage of this activity. A professional operation within accounting, which long ago stopped being craft and became art, requires special competences [Karmańska, Boroch, 2013]. Against this background, it is necessary to point to the need for systemic solutions in the area of educating people interested in functioning in business, to be more precise in accounting. Under such conditions, only when following the LLL necessity, can one speak about the desired adequacy of professional competences of the people conducting the accounting activity for the needs of contemporary business. In view of the above, it seems well justified: (1) within the practice of business education - to use the term the LLL imperative, (2) within the area of science referring to business education – to recognize the research [Drumlak, 2011a, Drumlak, 2013; Nadolna 2013], which will more and more often refer to the paradigm of business education, evidently approached by the *LLL*, a commonly recognized concept of education (scientific achievements), which at present and at a certain time in the future will provide the community of scientists working on the problems of business education with the model problems and solutions [Kuhn, 2009, p. 10].

Creating the favourable conditions to the LLL development in Poland, on 10 September 2013 the Council of Ministers of the Polish Republic adopted a document *Perspektywa uczenia się przez całe życie (Prospects of Lifelong Learning)* [*Perspektywa (Prospects)*] 2013, p. 5. This document explicitly expresses the necessity of treating the LLL as an important component of the Polish educational policy. The implementation of the LLL, conducted also by professional organisations such as associations, committees and other initiatives associating professional environmental groups, is in with a realistic chance of being supported by the state. It may be assumed that thanks to this document, in the Polish practice, the LLL imperative based in a complex way on the legal foundations of the EU recommendations [the European Parliament and Council

Recommendation, 2008][1], has acquired a serious position in the development of the Polish educational system. Prospects of Lifelong Learning[2] is a programme document ensuring the cohesion of projects undertaken in Poland in the LLL area. It creates the holistic framework for different activities in this area[3], also those activities undertaken by business environments in favour of the development of professions important in business activity, among which many are connected with accounting.

National Professional Qualifications Standards and International Education Standards – conceptual framework for the Polish LLL in the area of accounting. In Poland in the area of business education, including accounting, the educational activity conducted by the Accountants Association in Poland [About AAP, 2014] and the Polish Chamber of Chartered Accountants [About KIRB, 2014] is becoming increasingly important. The following documents are important in the development of the substantive LLL programmes offered by these organisations in the spirit of the aforementioned Prospects of Lifelong Learning: (1) official National Professional Qualifications Standards [Act of 2008, art. 4], and (2) education standards to be discussed later.

Professional qualifications (competence) standards [*Krajowe (National)*, 2014]:

(a) are a kind of norms defining the scope and level of the knowledge, skills and psychophysical features which are necessary to perform typical professional tasks according to the requirements of elementary work stations in the job. It is a norm accepted by the representatives of professional and industrial organisations, employers, employees and other key social partners;

[1] „In the course of developing the idea of *Lifewide Lifelong Learning* – LLL in the EU the general principles of this policy were agreed on. They are applied at different levels in the member countries (central, regional or local) and with regard to different organisers of education (teaching and training) within the educational systems or outside the systems (organisers of non-formal education). These principles include: the appreciation of learning in different forms and places (*lifewide learning*); the appreciation of learning at every stage of life (*lifelong learning)*; universality – application of the LLL policy to everybody; assessment and confirmation of the effects of learning irrespective of where, how and when it takes place; the development of partnership in favour of lifelong learning; positioning of a human being in the centre of interest of politics; effective investment in learning." [Resolution, 2013]

[2] There are three stages in the completion of activities for the purpose of preparation and implementation of the National Qualifications Framework [*Creation of the Polish Qualifications Framework* 2011, p. 3]: (1) expert work concluded with the study entitled *Od Europejskich do Krajowych Ram Kwalifikacji (From the European to national qualifications frameworks)* [*Od Europejskich do Krajowych Ram Kwalifikacji,* 2009], (2) work done by the Steering Committee for *National Qualifications Frameworks in LLL* and the Educational Research Institute, which resulted in the preparation in the middle of 2013 of the *Reference Report. Reference of the Polish Qualifications framework for lifelong learning to the European Qualifications Framework*. [*Raport referencyjny (Reference Report)*, 2013], (3) adoption, in September 2013, of the document *Perspektywa uczenia się przez całe życie (Prospects of Lifelong Learning* [*Perspektywa (Prospects)*, 2013], beginning (acc. to the plan) of the implementation of the National Qualifications Framework and the National Qualifications Register of lifelong learning [*Nowe projekty (New projects)*, 2013].

[3] *Nota bene*, the conditions are created for Poland to use the European funds in the years 2014-2020. It is connected with the *Long-term Strategy of the National Development: Poland 2030, the Strategy of Human Capital development* and *Strategy of Social Capital Development,* with *the strategic document EU – Europe 2020* [Uchwała (Resolution), 2011].

(b) are presented in the electronic description base [*Kwalifikacje (Qualifications)*, 2014], which includes 300 professional competence standards, 253 standards of professional qualifications, 257 of module professional training programmes and also include standards of jobs connected with accounting (e.g. accounting assistant, specialist for accounting, specialist for management accounting);

(c) in the sphere of education standards they constitute the basis for the adjustment of programme foundation of professional training and examination requirements standards for the needs of the economy;

(d) from the employer's perspective – the design of work stations, the construction of the appraisal system, the remuneration system or the determination of career paths and personal development may be based on them;

(e) they are also in favour of comparability and recognisability of qualifications of employees coming from different countries, they facilitate the confirmation of employees' qualifications on different labour markets and in different educational systems; thus, they are in favour of professional mobility and professional development.

Offering the LLL programmes in the area of accounting, AAP and KIBR – being members of the *International Federation of Accountants* (IFAC) [*About IFAC*, 2014] – follow, issued by the *International Accounting Education Standards Board* (IAESB) [*About IAES*, 2014]: (1) the *International Education Standards* (IESs), created since 2003 and (2) the *Framework for International Education Standards for Professional Accountants*, published in 2009. So far the IAESB has worked out eight IESs. (Afterwards, in October 2009 IAESB began a process of updating of all IESs. The process is being finished at present. On the global scale, the LLL harmonization with regard to accounting has been enforced by the international significance of knowledge and skills important on this business plane. Having this in mind, the IAESB prepares not only the IESs. It also presents guidelines and information materials such as the *International Education Guidelines for Professional Accountants* (IEGs) and the *International Education Papers for Professional Accountants* (IEPs) [*International*, 2014]. The *Prospects of lifelong learning, the National Professional Qualifications Standards and the International Education Standards for Professional Accountants* create, in a systemic way, a sample platform for the Polish LLL education proposals in the area of business (accounting). Their thorough analysis indicates the significance of the LLL business education and the complexity of related problems. The Polish systemic solutions with regard to the LLL in the area of accounting may be assessed at the moment as well developed and cohesive. They gave rise to an original concept of an LLL four-tier path of acquisition of professional accountancy qualifications, which comes as a unique solution[1]. The challenges which the Polish LLL educators face (or as it may seem not only Polish) in the area of accounting are presented in a separate study [Grabowski, Karmańska, 2014].

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CONTINUOUS FORMATION AND QUALIFICATION IMPROVEMENT OF REGIONAL LABOR RESOURCES

N. E. Kolesnikov

A need for lifelong education in order to facilitate sustainable development is determined by the labor market, flows of supply and demand for skilled labor, and the scale and structure of unemployment (by age, education, and occupation). According to the results of surveys carried out by the Russian Federal State Statistics Service, rates of the youth unemployment are rather high when compared to the older age groups. Thus, an excess ratio of youth unemployment (15-24 years) over middle-age unemployment (30-49 years) was equal to 3.1 in 2013 [1].

A recent increase in the number of the unemployed graduates can be clearly discerned, which is, in particular, notable in the metropolitan regions (e.g.: nearly one third of the unemployed in St. Petersburg are graduates of the higher educational institutions). In addition, every 5th unemployed (or every 3rd in St. Petersburg) completed their primary or secondary vocational education. However, most unemployed (over 40%) do not have any vocational education [2]. Obviously, modern means of production reject persons without vocational training. Thus, this labor force is a major resource for lifelong vocational education.

The state policy against unemployment involves vocational, further and advanced training for the unemployed and those in “the risk zones” as its top-priority measures. These are people whose employment depends on a timely and efficient performance of the lifelong education system in regions and, in particular, within particular enterprises. The performance of this system is closely connected to investing in the technology and production capabilities as the modernization of workplaces. The greater the investments are, the more relevant is the need for further and advanced training of the employees. However, according to recent statistics, the investment flow is decreasing. Thus, according to the data of the first half of 2013 compared with the same period in 2012, volumes of the fixed investments are as follows: Russia – 98.6%; Northwestern Federal District – 70.8%; St. Petersburg – 86.2%; Leningrad Region – 60.0% [3].

The reduction in investments impedes the upgrading of technology and production capabilities. The decreased scale and pace of the upgrading of manufacturing facilities causes a slower rejection of inefficient labor processes and obsolete occupations and qualifications as well as a lack of further and advanced training for the labor forces. The investment situation is currently so significant in Russia that in his speech at the 5th Investment Forum “Russia Calling” on October 2nd, 2013, the President set a task to increase the total volume of investments in the Russian economy up to 25% in the next years and up to 27% by 2018. New workplaces should be concurrently created instead of obsolete ones [3].

While creating a new system of lifelong education, we should continuously consider a scientifically proven framework, methods and tools and their real contribution to the economic performance of companies, regions and a country. Using a complex (analytical and forecasting) approach, we should not only

consider the adults as employees with determined occupations who need a new, additional vocational education but also regard the entire labor force of a region or a country in terms of its constant (continuous) modernization. This means students should be prepared for possible occupational changes at the acquisition of the primary qualifications level.

The interest, need and ability of the children and young professionals to improve and update their knowledge is a new, essential feature of the education. People understanding the importance of continuously improving their professional knowledge and qualifications will not have a negative attitude towards the advanced training or trade adjustment. This also applies to employers not wishing to invest in the advanced training of their employees.

Higher and secondary vocational education institutions directly participate in Russia and its regions' young skilled labor force's development of professional knowledge and skills. As young professionals use their primary qualification, we must determine if their expertise complies with the employer's needs as well as if they have a strong interest for the further development. Young professionals willing to determine their career path by means of additional qualifications are a significant feature of the modern labor force, as well as a factor for the innovation-based transformation of the lifelong education system.

There is no doubt that the state program for the complex development of qualifications and workplaces with regard to the needs of a knowledge-based economy will be soon active in Russia. The important measures have already been taken. Thus, the state program that is designed to create 25 million high-technology and high-production workplaces with decent labor conditions for leading industries and general occupations by 2020 has been declared and carried out. 800 standards for occupations and professional groups (incl. state educational standards) will be developed by 2018. The regional lifelong educational systems should be considered with regard to these activities. It is essential to find the economic means to increase the active participation of employers in the continuous further training of their labor forces.

The economic effects, such as an increase of the labor productivity and, therefore, of the employee's income and profit, should be a general motivation for both employees and employers to participate in the continuous further training system and support labor and economic activities. The efficiency of the lifelong education system is determined by how staff issues (e.g,. deficiency of the skilled staff) are resolved. This deficiency is characterized by powerful dynamics of the professional and qualification aspect. The complex approach to the creation and development of professional and qualification resources in regions at all stages and levels will allow for the creation of a flexible and efficient staff system focused on the needs of a developing economy as well as the interests and educational and professional possibilities and ambitions of various social groups.

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THE MARGINALIZED POSITION OF GRADUATES FROM HIGHER EDUCATIONAL INSTITUTIONS ON THE LABOR MARKET

K. V. Konysheva

The recent decades have been marked by reforms in education, ranging from school reform to higher education reform. Now, we are able to analyze the first results and effectiveness of the reforms by the example of Irkutsk Region. In our opinion, these can be assessed in terms of the social stratification of graduates from higher educational institutions. The socially stratified position of former students on the labor market can serve as a marker of both the effectiveness of education received, and of the preparedness of the labor market to absorb the number of young specialists graduating from higher educational institutions. The current position of graduates in the social stratification system can be described as “marginalized”.

The social position of graduates in the Irkutsk Region was assessed using the State Report ‘The Youth of Irkutsk Region’, and data available from the Irkutsk Statistics Authority (Irkstat). The Irkutsk Region has 11 higher educational institutions with 112,540 students. 37.9% of young people have a higher educational qualification, and 52.8% of them do not work in their area of specialty. 41% of the interviewed students explained this by being unable to find work in the specialty they had studied. At the same time, the job search of 16% of young people was based on their specialty. The lack of knowledge and skills received during the study was cited as one of the major problems in entering the labor market by 17% of the respondents. This indicates serious problems in education in general, and higher education in particular. Clearly, the system of interactions between the labor market and educational institutions has been disrupted, resulting in graduates not being in demand in the labor market in their field of specialty, and taking marginalized positions in the social stratification system. Equally important is the problem of education in general and higher education in particular. This manifests itself in graduates lacking knowledge. The available knowledge appears to be irrelevant or insufficient for the labor market; hence we can question the effectiveness of learning and the extent to which students of schools and universities master competencies covered by the curriculum. The marginalized position in which graduates find themselves is described by uncertainty with regard to the position in the social system. Graduates believe that they are highly qualified and place high expectations on their future job. However, when entering the labor market they effectively find themselves outside the social system, and their expectations are often not met or only met in part.

Interviews show that higher education is considered as a prerequisite for getting a well-paid job. 23.8% of young specialists entering the labor market find employment in commerce. Ordinary clerks account for 74%, with 45% taking positions without any promotion potential. The Irkutsk Region has a resource-based economy, but young specialists engaged in production account for 3.5%.

The above mentioned problems in higher education can be interpreted as a crisis of higher education. In our opinion, what makes higher education valuable for students is the availability of a degree, since surveys show that higher education is a prerequisite for obtaining a high professional status. However, in practice, when students leave university, their education and professional competencies appear not to be in demand in the labor market. The 'university – production' chain is broken. Former students form a marginalized stratum in the social structure, with a degree playing a nominal role which cannot be implemented in society under the existing conditions. The value of knowledge and skills learned is inferior to that of a certificate of education; hence the competencies gained by students are negated.

Education should ensure that students can adapt to their future work in the context of modern society and social institutes. Otherwise, an individual is in a situation where he/she has left one social group (students), but cannot successfully enter another one. The marginal situation of an individual upon graduation may cause both emotional and social problems. Emotional manifestations of the marginalized position of an individual usually include frustration, aggression, identity crisis and lack of long-term life strategies.

On the macro level, negative social consequences of the marginal situation in which former students find themselves can include dysfunction of social institutes in education and economic slowdown. Young people in a marginal situation are almost completely unable to get full access to social capital and put it into practice. For an indefinite period of time, they are displaced from the main areas of competition for the main types of capital, and have insufficient resources to successfully get it into their possession for a longer period of time. An education diploma, which is also a type of nominal capital, no longer plays a decisive role in the position on the labor market, albeit still being valuable for students. However, the nominal power of knowledge and skills learned through education is negated.

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EXTENDED EDUCATION AS A FACTOR OF OPTIMIZATION OF THE SOCIAL-LABOR SPHERE

L. K. Kuzmina

Extended education has been recently perceived both as an important factor of improving professional qualification and having a successful career, and as a factor of successful interaction, increasing one's human capital, communicative culture, ability to work in a team, and receiving organizational-labor skills. Important prerequisites of the need to receive extended education are fast obsolescence of knowledge, skills, and techniques that are to be updated after certain periods as well as the serious changes in the labor sphere that require appropriate training, educational and professional mobility. Awareness of the significance of lifelong learning is ensured by emergence of new realities in the system of interaction in the field of social-labor relations. The need for extended education has increased since mid-1990 when the previous system of professional development and retraining ceased its existence. The primary period of extended education is related to development of horizontal mobility of the economically active population. Such kinds of educational services as "business" educational, training, coaching, etc. gained momentum. Courses of "nonprofessional" dimension aimed at expansion of the competencies much-in-demand in life and work received the largest development effort.

The market of extended education is directly linked with the labor market as it cannot function without the demand for employees of various professions and specialties on the part of institutions and organizations. This allows inclusion of additional programs into educational structures, these programs increasing both the human capital and the opportunities of showing initiative, fulfilling one's preferences, stabilizing or raising the status in the system of social-labor relations. Fulfillment of the need to develop professional skills, to gain new competencies allowing more effective use of the personal potential in the labor sphere is limited by the fact that in most cases the courses are chosen by the employer. Although the choice of the programs does not often meet the learners' needs, the motives for receiving extended education for the sake of updating of knowledge, skills, and competencies often stand high in the structure of the needs.

As shown by value system researches, the prevailing motive for recurrent education is the desire to improve one's professional level and intellectual and cultural level as well as one's ranking on the labor market. The motives for self-improvement and self-development become the leading ones in the value hierarchy and are related to the desire to get profitable employment and a new position at one's work, i.e. a successful career. At the same time there is a growing interest in raising one's social status and it is extended education that is considered as an instrument of achieving it. This also involves formation of an individual ready to understand and perform interaction and capable of living successfully in the present society with new ideals and value orientations.

It is important that the interacting subjects should have an objective idea about the essence of the problems, should be able to determine their role in social-labor relations, their attitude to them and to form a new vision of the problems, to develop a personally significant and validated assessment of the events. Therefore, gaining new knowledge in the field of interaction at personality-based trainings is quite relevant.

Under conditions of the transforming social space, social ties and contacts become incredibly globalized with the increasing volume and forms of information. All this arouses the need for adequate understanding (of the events, factors, other people, oneself, etc.). The quality of perception and understanding depends on the availability of a certain level of knowledge and skills allowing constructive orientation and interaction in accordance with the established social and group norms, requirements and interpersonal specific features and spatial continuum. Communications in the labor and production sphere reflect the real picture of understanding and mutual understanding. The social diagnostics of the communicative processes allows identification of latent mechanisms in communications, problem situations and the social background against which they take place, as well as the purposes and motives of communication. Adequate perception and mutual understanding require certain skills and abilities of the communicator to get out his or her information as well as attention, desire and certain skills in the partner. The ability to comprehend meaning in communication acts is one of the major conditions of interaction: understanding is linked with “assimilation” of the motivational-target structure. Clear awareness of the conceptual characteristics of interactions depends on the level of communicative skills: a high level ensures adequate perception.

It follows from what has been said that the problem of communication of actors in the social-labor space in the conditions of transformation acquires special significance. This becomes increasingly necessary when the issues of collaboration of many employees with a view to its higher efficiency come to the fore. Enterprises can function only in case of full interaction both horizontally and vertically. This ensures the objective need for development of the individual’s characteristics oriented towards mutual understanding and constructive interaction in the social, professional, and moral fields. The links of extended professional education with the labor market should be strengthened through greater specification on the part of employers and adjustment of the training programs. The training programs and courses should contain issues of both training or retraining in particular professions and universal spheres of labor application and development of the human potential in terms of choice.

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CONTINUOUS EDUCATION AS A PROFESSIONAL SUITABILITY FACTOR

Y. V. Leonova

The concept of professional suitability was introduced into scientific terminology of labor psychology by V. A. Bodrov. The idea of professional suitability implies selection of an occupation/profession most fully meeting the inclinations and abilities of a particular person; serving the interest in the profession selected, the process and the results of particular labor; the measure of evaluation of effectiveness, reliability and safety of performance of labor functions; manifestation of personal self-determination, self-affirmation, self-realisation and self-improvement in labor; origination and development of an *I am professional* image and the actor's striving to fulfil the professional reference model.

At the stage of preparation for labor and selection of a profession, vocational counselling, professional selection and vocational training, it is necessary to 1) consider individual psychological features; 2) work on purposeful development and self-development of personal psychological qualities necessary for the professional activity selected. According to V. A. Bodrov, success in professional development and professional suitability of a person is stipulated by the following key characteristics: professional motivation; general and professional readiness, represented by knowledge, abilities and skills necessary to accomplish standard and non-standard labor tasks; the level of functional readiness of bodily reserves for labor activity; the condition of individual psychological functions and, first of all, professional qualities important for particular activities [1, c. 23].

Unfortunately, the universities of today do not pay much attention to purposeful studying of the state of individual psychological functions and the level of functional readiness for future professional activity, as well as gradual development of professional motivation. Typically, the academic process is only aimed at general and vocational training in the form of knowledge, abilities and skills. Meanwhile, psychological science has accumulated a lot of up-to-date tools of diagnostics and development of these characteristics in students from the first days of their education at university. Not only will the application of these tools contribute to students' adaptation, but also provide better quality of training of each student in accordance with his/her abilities, inclinations and functional readiness for future professional activity.

Professional suitability develops in several stages. According to V. A. Bodrov, the most important among them are (1) labor instruction and training (preparation for work and selection of a profession); (2) vocational guidance on the basis of professional education, counselling, and adjustment of professional plans; (3) identification of the suitability of a person to a particular activity on the basis of comparison of his/her individual features with professional requirements; (4) justification of recommendations to curricula, techniques, tutorials, methods and criteria of the professional readiness level; (5) development of tools, methods and criteria of suitability of the labor subject to the contents and conditions of particular activity and justification of recommendations on acceleration of this process; (6) provision of rational organisation of labor activity, high efficiency, quality and safety

of labor, professional improvement, health protection and labor satisfaction; (7) evaluation of professional qualification to determine adequacy for the job and justification of recommendations on official appointments, shifts, as well as training or retraining assignments; (8) recovery of the functional state of the organism and mentality after hard work and past diseases [1, p. 14].

A key factor of development of professional reliability of a university graduate is continuity of education at the stages of school – university – production. Today there is a contradiction between the Federal State Educational Standard of digestion of the basic curriculum, including but not limited to development of such personal competences as “readiness and ability for life-long education, including self-education, in school graduates; their conscientious attitude to lifelong education as a condition of successful professional and public activity; a conscious choice of profession and opportunities of implementation of their own plans for the future” [2]; and the actual state of affairs, when the entire contents of instruction in senior classes are only directed at training for the Single State Examination. The senior classes of school have a compelling need for the practice of full-fledged professional guidance events. Professional guidance of schoolchildren and university entrants should resort to up-to-date psychological, pedagogical, information and communication technologies and not only advertise jobs, but also develop a person towards the profession selected. Professional guidance includes the following stages: the reference information collection stage, enhancing the knowledge of the world of professions and establishments of secondary and tertiary education; the medical stage, analysing the state of health and functional readiness for the professional activity selected; the psychodiagnostic stage, studying the personal mentality; the adjustment stage, adjusting professional intentions to personal psychological and physiological abilities; the forming stage, actualising senior pupils' own position in professional self-determination.

Such professional counselling will enable senior pupils to be better guided in the world of professions, and choose a speciality and a training line according to their interests, psychological and psychophysiological abilities, which is the basis for both success of adaptation to the educational institution selected and development of professional suitability.

Another basic moment is the period of adaptation of first-year students to the new educational environment. To increase effectiveness of the educational process of first-year students and develop their professional suitability, it necessary to a) introduce a number of events of psychological and pedagogical support of students, including diagnostic events, consultations, and trainings in the educational process; b) raise the psychological and pedagogical competence of teachers and curators. It is necessary to teach the fundamentals of educational activity to the first-year students, support and develop their academic and professional motivation, which tends to decrease due to educational and household problems, as well as the absence of a visible connection between the daily educational activity within the framework of general educational subjects and the profession to be received. It is necessary to pay special attention to team spirit of academic groups from the very first days of training.

A great role in support of academic and professional motivation is played by the course of Professional Basics, which can be delivered by famous scientists and practical specialists. The course of Fundamentals of Academic and Research Activities will enable students to receive information on methods of academic and research activities, as well as their rights and duties, and evaluate their abilities and inclinations. Effective development of professional suitability in would-be specialists is impossible without improvement of the material and technical base and wide application of innovative methods of training and tools of psychological and pedagogical support of the academic process.

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PROFESSIONAL EDUCATION TRANSFORMATION TOWARD THE LABOR MARKET

S. Yu. Makhmudov

Studies show that professional education fails to prove in theory and fulfill in practice the role of the educational sphere in the new system of social relations: the socially oriented market economy. This economy is a complex body composed of a huge number of various production, commercial, financial, information and education structures, which interact within the business law network and are united under the general concept of ‘market.’ In the present social and economic conditions, professional education has become one of the key social institutions and has developed quite a complex structure. The category of 'professional education' means both the system of institutions providing educational services and the actual gaining of a profession with certification in addition to the forms, process, and technologies of education. The complexity of this category is also determined by the fact that it covers a variety of human activities comprising cumulative public work, which is becoming even more complex and consumptive due to progresses in the fields of science and technology. A specialist’s professional qualifications have become the determinant of high-quality goods and modern services. That is why a high level of professional education is the chief factor of a country’s economic stimulation and its worldwide competitiveness.

However, economic criteria are not the only measure of the results of professional education. It is an important factor of social and personal development, forming pro-active attitudes of both social groups and individuals; in other words, it is a means of the self-actualization of both social groups and individuals. The social and personal significances of professional education (as well as its functions in society) are predetermined culturally and historically, requiring constant study and conceptualization in order to bring it in accordance with the pedagogical system, especially in critical stages of social development. In periods of changing economic environments and new production forms, where there is significant labor abundance, professional education becomes an important way to reduce social tension.

In the situation where trained specialists cannot find jobs, the professional education system demonstrates its impotence. Besides material losses, the professional education system loses connection with reality through not cooperating with the business sector or possessing precise information about labor market needs. Graduating specialists that are not in demand in the labor market results in the inefficiency of professional education as a guarantor of employment and successful professional self-actualization. As a result of this labor market

discrepancy, young specialists have difficulty integrating into the career structure of the economy; consequently, their jobs do not match their specializations and level of education, or young specialists are unemployed.

It is quite difficult to bring consumers' interests and the professional education system into correspondence. In our opinion, adequate interrelation between the state, society, employers, and professional education system can be established by means of the following approaches: The professional education system covers labor market requirements and adapts to it structurally and content-wise. This means that professional training courses, education plans, programs, technologies, and standards are developed in full accordance with production requirements and employers' demands. The employment structure of the labor market is adapted to the professional education system on the basis of its real and potential possibilities for training and retraining of qualified and competitive specialists; in this, professional education is regarded as an educational structure that is relatively isolated from social and economic spheres.

Analysis of these approaches shows that none of them is used in reality in their pure form. The first because the labor market is unable to formulate exactly and forecast quantitative and qualitative demands for specialists trained within the professional education system, especially in the long term. Job structure in the labor market is changing constantly, as it is affected by a large number of economic, political, organizational, and sci-tech factors. These factors also change the professional and qualification structure of the market. Unfortunately, as yet there has been no mechanism created for accounting and analysis of such transformations for the purpose of a reasonable social order to the professional education system. In addition, excessive dependence on the labor market is unreasonable because alongside professional development, the professional education system is aimed at performing other social functions, the most important of which is students' socialization regardless of employers.

The starting point for solving this problem is study and analysis of production structures and qualifications of specialists for companies operating in the market, as well as awareness of production structures and profiles of companies operating in the developed, socially-oriented community. As we know, the EC economy is composed of small and medium-sized businesses, which need employees whose qualifications differ significantly from those employed in big businesses. One of the determinants in present-day international competition is the guarantee of high-quality goods. This requires labor and goods quality inspection in the workplace but not only at the output. The 'cheap' high-specialized work force used at monotonous jobs with a high level of mechanization does not suit small and medium-sized businesses.

Educational Services Consumers and Providers' Interests in the Field of Professional Education

	Consumers and Providers	Consumers and Providers' Interests
	Agencies of the State Administration in the Field of Education	To support as much as possible current and prospective balance between labor market needs and educational services market possibilities. To provide school graduates with the possibility to exercise their right to receive professional education
Educational services consumers	Students	To obtain a professional education enabling them to get a paid job
	Student's family	To provide the child with a professional education enabling them to get a paid job
	Job market	To meet the ever-growing labor needs of diversified economics by means of high-quality professional education
	Society	To receive an employee possessing socially desirable qualities
	Labor market	To receive an employee possessing professional skills and professionally desirable personal qualities
Educational Services Providers	Students	To provide the specified level of education, necessary and sufficient for mastering one or several professions; to have a full-time paid job relevant to the chosen profession, which is directly related to the graduates' market competitiveness
	Educational Institution	To occupy their educational services market segment; to train competitive professionals based on various labor market sectors' needs and thus fulfilling government, public, employers and students' orders
	State Institutional Structures	To maintain as much as possible the current and prospective balance between the educational services market and labor market in the field of personnel training
	Educational Services Market	To meet the constantly changing needs of school graduates in professional education and to bring their educational profile in line with the labor market needs as much as possible

Today, competitiveness may become the core factor in home and international relations. The definition of this problem corresponds to the new economies operating in the conditions of unlimited intensive growth possibilities, leading in turn to a question being posed with regard to expansion of the economic area and related to redeployment of labor. Free labor migration and reproduction in the educational system within the country, from country to country as well as the joint market of human resources and educational services, are becoming the main condition of sci-tech and economic progress of the country. In this regard, we believe that professional education should become the most promising and profitable object in special-purpose investments for training of competitive specialists.

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RETRAINING TEACHERS CONSIDERING THE REQUIREMENTS OF SOCIAL PARTNERS BY MEANS OF MODERNIZING SELF-EDUCATION ACTIVITIES

E. V. Pavlova
M. I. Vdovina

Several researchers find four motives of a teacher's innovative activity of a teacher. Let us consider them briefly.

1. *The external incentives* associated with the financial reward for innovative implementation. This group of factors is called external motivation factors. The traditional schoolteacher's work is associated with the results of professional activity only indirectly. The goal can be achieved by various means. The peculiarity of a teacher's work with external incentives lies in the fact that he/she performs the amount of work that is necessary and sufficient from a formal point of view. He/she is focused on the external indicators of his/her work, which does not contribute to the exchange of information, innovations, or own ideas. And such an exchange is necessary for development of the educational profile in general. Although training activities in this category are quite effective, administration should look for the ways to implement some innovations into the work of the whole team. From the point of view of administration, this problem is solved through the initiation of other incentives from the proposed classification.

2. *External self-affirmation motives* of a teacher through the external positive evaluation of others. This motive can be called a prestige motive. In this case, a teacher is engaged in introduction of innovations for the purpose of positive public response to his/her work. Educational activity dominated by the self-affirmation motive is attractive, because partial satisfaction of needs, adequate to these motives, is possible at a level of performance of educational activities. Connection with self-esteem determines the high importance of the self-affirmation motive in the overall hierarchy of motives. These motives can be both conscious and non-conscious. In both cases they have high incentive power. The peculiarity is that their achievement depends strongly on the specific character of self-esteem. There are various options: the first one takes place when a person is aware of the relationship between his/her own contribution to the successful activities and the external evaluation of this contribution. Activity in this case will involve finding ways to evaluate improvement of its efficiency. The particular negative feature of this approach involves the choice of means that promise a quick and effective return, and active search for new methods of teaching, often without sufficient development of the same, in accordance with the individual style of activity. When analyzing one's activities, we often unknowingly accentuate the positive aspects of implementing our plans, and do not notice or not fully notice our failures. The more claims such a teacher has, the greater the amount of recognition of his/her success is necessary for his/her self-affirmation. If self-esteem is formed as a reflection of respect, appreciation from colleagues, it is natural to expect behavior focused on

rapid success, on its obligatory recognition; hence, there is a search for externally efficient ways of work. Another option is possible: a subject recognizes and fixes the absence of a mandatory, direct connection between his/her own contribution to professional activity and positive evaluation of this contribution by others – the foundation of a higher level of an individual's self-assertion. In this case, for a person with an incentive for self-assertion, this type of professional labor is a means of self-assertion, until another, more efficient means is found that could realize this motive.

3. Professional motive. The psychological nature of the two motives discussed above in the first case is related to satisfaction of non-professional needs, and in the second case acts as a target associated with a motive of self-affirmation, increase of self-esteem, which is a prerequisite for the comfortable psychological state of an individual. Adequately professionally motivated teachers are the most consistent and persistent ones. Professional motives, coupled with a high level of creativity, ensure the best results of the teaching activity. Such teachers usually look for innovative forms and methods of work, understanding of their activities, and creation of their own concepts, not just preparation of the author's training materials. Professionally motivated teachers actually do not need further incentives for innovative activities.

4. Motives of personal self-realization. According to many researchers, the need for self-actualization, which is the wish of a person "to be what he/she could potentially be" is a quality which is inherent to all people, but not in all cases does it become evident in professional activities, or, moreover, consciously. Self-actualization is seen as a continuous process, a choice between many possibilities. Moments of self-actualization give a person the higher experiences that become his/her integral part because of their bright specificity. Teachers seeking self-actualization prefer creative types of labor that open direct opportunities for such self-development. A teacher following this path is a person with a high level of creativity that manifests itself in the effort to achieve results in one's activities without personal pragmatic motivation. This means getting satisfaction from the innovative activity as such, which has a deep personal meaning for a teacher. Such a teacher uses new conceptual approaches, a high level of reflection, and psychological readiness to accept changes.

Consideration of the specific features of the area of innovative activities is impossible without an integral view of other components, and, in particular, one of the leading regulators of any vector activity is "a motive – a goal." A goal is not introduced into the individual activities from outside, but is formed by a person himself/herself. From outside it is possible to set the requirements to a subject, but not the goal. The process of goal formation is very personal; however, the goal formation is not the result of the spontaneous development of an individual. A goal is formed under the influence of objective organizational and pedagogical conditions of activity and one's own opportunities. In this regard, the main task of the innovative process management is to create organizational and pedagogical conditions that encourage the innovative activity as one of the most important goals. In our opinion, focus on the final result is the most important condition in this process, which means the resulting goal-setting.

These are the main motives for the innovative activity of teachers, which must be considered in management focused on development of industry-specific education. It is quite obvious that one of the main objectives of the administration is to study the teaching staff for the purpose of using specific motives to enhance the innovation capacity.

Our research has shown that creation of a unified information environment for an educational institution of the professional training system and based on a local network that encourages the innovative activity of the teaching staff in the contemporary social and economic conditions of developing the educational system is based on the following mechanisms of implementation: (1) creation of the development program of a college to meet the requirements of the social partners; (2) equipment of a college with computers and creation of a local network; (3) development of a permanent monitoring system for collection of information; (4) creation of various databases and own website; (5) establishment of a social partnership for an additional education program; (6) continuous professional development of teachers of the educational institutions using Internet technologies.

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VOCATIONAL TRAINING AND LABOUR MARKET CHALLENGES

O. E. Stanulevich

Presently, vocational training and education development programmes are focused on the demands of the dynamically changing labor market. Regulatory documents require increasingly closer cooperation between educational organizations and employers; attention to regional and federal employers' requirements for the programmes; changes in the list of vocational training programmes; and the structural modernization of the entire vocational training system. Technical progress, including the introduction of new technologies and equipment in different branches of economy, leads to changes in the nature of professional activity; an increase in responsibility at particular workplaces; and the emergence of new professions and specialities. The 2013-2020 Development of Education State-Run Programme, approved by Governmental Order No. 792-p of May 15, 2013, stipulated the new trends in the Russian occupational skill structure.

After the consolidation of training programmes for skilled workers and mid-level specialists, some new challenges appeared: the transformation of some training programs for skilled workers from the level of secondary vocational training into short-term vocational training programmes and the transformation of some training programs for mid-level specialists into university programs for applied bachelor degrees, first of all, but also programs of profound secondary vocational training. This is connected with employers' demand to reduce the time of training in working professions and increase the number of practice-focused programs, as well as with increase in requirements for a fundamental education in a number of hi-tech specialities. However, the list of secondary vocational training programs is not only reduced but also enlarged in connection with the emergence of new occupations and the introduction of new professional standards, as the new professions / specialities can be taught within the framework of a secondary vocational training.

Analysis of the specialists' occupational skill structure demanded by the labour market is a starting point for changing educational lists and qualifiers. The new positions have to be time-tested. During the first stage, employers and educational organizations attempt to devise training programs in the new professions / specialities on the basis of existing programs by developing a variable part of the vocational training program and/or extending education programs which meet professional standards. In particular, in 2006 the German company KNAUF expressed a desire to introduce a new profession of primary vocational training in regards to a dry building master. That profession appeared in connection with the application of a new internal finish technology. During the first stage, the profession was introduced as suited for primary vocational training, including some professions of the All-Russian Qualifier from the list of existing qualifications. Such an approach enabled mastery of all necessary competences, but there was no necessity to confer the whole range of all qualifications included to the profession designated by the employers.

KNAUF supervised the development of the educational standards the curriculum and the professional standards in the new working profession regarding the sheathing mounter. After the standards were approved in 2010, the new profession was introduced into the All-Russian Qualifier.

To introduce the professions of workers and the positions of employees new but necessary to the labour market, the RF Ministry of Public Health Care and Social Development worked out a package of documents on development and the approval and introduction of professional standards. Introducing by-laws to the Federal Law *On Education in the RF*, the Ministry of Education and Science stipulated a number of changes which provided the mechanisms of entrance of new positions into the Lists of Professions and Specialities of Secondary Vocational Training. The employers having partner relations with the colleges of Moscow and, due to the labour market's demand, offered a number of suggestions, thereby proving a necessity to differentiate between "an absolutely new profession / speciality" and "a new profession of primary vocational training and a new speciality of secondary vocational training". Moreover, some of their suggestions had to be specified due to the extent of new competencies which could be mastered within the framework of the variable part of the programs. In particular, they suggested a new primary vocational training profession for carving specialists. However, when the activity was analyzed, it was determined that the profession is based on that of a cook supplemented with an additional carving module. That means that the profession is not absolutely new but can be mastered within the framework of a professional skill improvement program as an additional module. Before a new profession / speciality is introduced, the professional community should carry out a scientific investigation and methodological examination to find out whether it is expedient to regard it as fundamentally new.

Secondary vocational training institutions have some experience with the introduction of new secondary vocational training specialities. In particular, employers generated a demand for the new speciality of logistics.

When introducing new professions and specialities, the volume of work depends on how innovative each position is. The entire process consists of the preparatory, analytical, instructive and administrative stages. The preparatory stage is to evaluate the expediency of the introduction of a new profession / speciality. The evaluation is to justify the necessity to introduce the new position and provide sufficient figures of employment of the graduates with the new qualification, which is also meant to prove the interest of the respective employers to introduction of the position. The analytical stage is to perform a functional analysis, meaning the employers are to stipulate the basic labour functions of the specialist of the new qualification. Each labour function is to be described in terms of actions, skills and knowledge necessary for the worker of the new qualification. The result obtained is to be posted on the Internet and discussed with a group of concerned employers. This stage is to result in a functional card. If necessary, the professional standard is to be developed in full. In addition, the place of the profession / speciality on the respective List is to be featured. The instructive stage is to develop the qualification profile, the federal state educational

standard and the basic syllabus and curricula on the basis of the functional card for the profession. For the speciality and the federal state educational standard, the basic syllabus and curricula are to be developed on the basis of the competence module. These documents are to result from the instructive stage. The Federal State Educational Standard is to be discussed with employers and the pedagogical community. The administrative stage is to result in a covering letter to the Ministry of Education and Science of the Russian Federation with a draft of the Federal State Educational Standard for the new profession / speciality.

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THE INFLUENCE OF PUBLIC-PRIVATE PARTNERSHIPS ON THE CONTINUING EDUCATION PROCESSES

L. D. Tyulicheva

Enhancing the role of public-private partnerships (PPPs) is an important element of modernization of vocational education. Activating joint project implementation between the state and business causes change in the socio-economic environment for continuing vocational education.

The federal center sees the system of secondary vocational education as the most promising area for building public-private partnerships. It is administered by regional authorities and this has led to the establishment of regional systems of vocational education. These mainly train workforce for a given region to meet the demand for staff from local employers. In this way, businesses become interested in partnerships with the continuing education system. The current programs for modernization of regional vocational education systems include activities to enhance their interactions with businesses. The federal budget only allocates funds provided the activities are co-financed by employers. The structure of spending for modernization of vocational education averaged by region is as follows: subsidies from the federal budget account for 12%; funds allocated by a constituent entity of the Federation amount to 59%; 23% is co-financed by employers; and 6% is financed by educational institutions [1].

Officially, higher education institutions, most of which are under federal control, are not part of regional systems of vocational education. However they can play a key role in socio-economic development of the regions they are based in, if they focus on training workforce in priority areas of regional economies and rely on public-private partnerships with regional businesses. The project entitled “Workforce for the Region”, which is being implemented in fourteen regions, is aimed at supporting PPPs. The project’s goal is to involve private companies engaged in priority areas of development of a region to co-finance regional higher education institutions. Cooperative activities of businesses in different sectors of the economy and vocational education organizations cover all stages of the educational cycle: from defining the educational content to assessing the quality of graduates. Any change has an impact on the processes of continuing education.

Vocational education organizations and departments of regional executive authorities responsible for vocational education seek to increase the percentage of vocational education programs developed and implemented in cooperation with employers after their expert evaluation by the latter. The involvement of businesses in upgrading the existing educational programs and developing and implementing new ones helps to sift out unpromising areas of development of professional qualities. Competencies that are not in demand in the real labor process are unpromising in terms of continuing vocational education, because neither employers nor employees will pay for further development of unnecessary professional qualities.

Support from businesses in the form of scholarships and grants enables more students to be involved in the continuing education processes. The same effect is achieved by targeted educational lending where employers provide educational loans to the best students. Without the involvement of businesses, many educational centers or other educational facilities designed to implement programs for training or retraining of their own or third party staff would not have been established. First of all, these are resource and multi-purpose centers of professional qualifications. They enable the implementation of vocational training programs for different age groups, involving them in continuing education processes. The closer businesses interact with educational organizations in training new workers and specialists, the more likely it is that an employer will seek help from its partner, an educational organization, in order to solve its problems with staff training. In our opinion, it is through joint projects of staff training programs between businesses and educational organizations that PPPs can mainly influence continuing vocational education.

Surveys conducted by the National Research University “Higher School of Economics” as part of the Education Economy Monitoring and the Russian Monitoring of the Economic Situation and Health of the Population, and other surveys have revealed the main characteristics and trends in training staff of Russian organizations. Staff training policies pursued in different organizations are very versatile, but most Russian companies lack a well-organized system for personnel training and development. A very small percentage of personnel of Russian companies are covered by training. In addition to the limited staff coverage, training programs are short in duration. Off-the-job retraining lasts on average from 2 to 4 weeks. Short-term training is the prevailing form of external training offered to the main groups of personnel, such as managers, specialists and skilled workers. Such a duration of programs means that training is not sufficiently profound.

Training activities for different categories of staff vary in scales. High qualification employees and managers are the most trained categories in Russian organizations. They are trained almost in every second organization. Slightly less training is provided to skilled workers (one third of organizations) and office employees (approximately one fourth of organizations). The least training is received by unskilled workers.

The scale of business is an important factor of staff training development: the larger and richer the organization, the more likely it is that its staff is being trained. Smaller entities often finance external training, while large organizations have in-house personnel training and development functions. Companies allocate funds for external training regardless of their financial position, whereas in-house training can only be afforded by financially successful firms. At the same time, even those organizations that have in-house training departments seek services from education suppliers.

Requirements for educational services at different levels of vocational education vary from one sector to another. Traditional sectors (such as industry, construction and transport) cooperate with educational institutions of all levels. New sectors of the economy mainly cooperate with higher education institutions.

Russian organizations are distinguished by rather intense processes of staff renewal. Research shows that Russian organizations put a special focus on training new hires. They have to train newcomers in positions that differ in status. Training is often provided immediately after the selection process which identifies needs for training among new hires (so-called “entry-level training”).

Forms and areas of training used in Russian organizations are more suitable for solving current staffing problems than for achieving strategic goals of innovation development. To enhance the links between staff training and innovation development goals, conceptual approaches to the role of staff training in solving strategic development tasks should be changed and public-private partnerships in the field of continuing vocational education should become more active.

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