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Lifelong Education

Continuous Education for Sustaiable Development

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This book presents proceedings of international cooperation in the realm of continuous education for sustainable development. During seven years in early June teachers-experimenters, scientists, specialists meet at the Leningrad state university n. a. A. S. Pushkin to discuss the problems of lifelong education as well as contribution of this form of education to the theory and practice of sustainable development, pedagogical and social mechanisms of challenging problems of civil and social education. The most important challenge is collective securing of local and global sustainable development. All authors are unanimous that lifelong education renders a positive influence upon the quality of educational process, on the maintenance of necessary and sufficient professional level during whole labour life, on the quality of life. Trough these social, pedagogical and economic mechanisms lifelong education govern the sustainable development of separate countries and word community. Scientists and specialists from Belarus, Bulgaria,, Denmark, Kirghizia, Russia, Ukraine, Uzbekistan, Kazakhstan, Finland appear in pages of this book.

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

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QUESTIONS OF THE THEORY, METHODOLOGY AND HISTORY OF CONTINUOUS FORMATION

EDUCATION AS A DIVIDE FOR A NEW STRATIFICATION OF SOCIETY[1]
A. M. Novikov

The current stratification of Russian society into poor and rich is a sad, but temporary phenomenon. Further stratification of society may take, and in fact takes, another direction and may have much more terrible and dangerous consequences. For the first time in history, the education system will be fully responsible for these developments.

Russia actively joins the world community, entering a new, postindustrial era of mankind. In this context, Russian education is about to face a rather dangerous situation, which, in particular, will threaten national security of the country. A reason for this is that a significant part of Russian political machinery tends to copy *Western models*, including those in education. This tendency is very dangerous.

Let us consider the modern stratification of society into classes and a role played by the *education system* in this process. *Man's position in relation to material and spiritual production* undergoes significant changes. The most dramatic thing is the dynamics of ups and downs of the industrial classes. A percentage of industrial workers in the total number of employed persons grew constantly between the time of K. Marx and F. Engels and the 1950s when they accounted for 50% of the employed population. Industrial workers became the dominant political force in all developed non-Communist countries. But from the early 1970s onwards, the industrial classes began to lose ground. They currently account for only 20% of the employed population in the US and Europe and according to forecasts their percentage will soon drop to 5–10% of the workforce. Agricultural workers suffered the same fate. For example, in the beginning of the 20th century they accounted for 50% of the US workforce; today they account for less than 3%; and it is forecasted that in 15 years their number will decrease twice as it is now.

Blue collars are rapidly turning from the key economic and political force into the lowest strata of society in developed Western countries. They

cannot compete with others in terms of their educational attainment and begin to create problems for society in the sphere of employment, social security, etc. Over the last decades, the working class has not only decreased in number, but also has broken up into two groups. A smaller group is comprised of highly skilled workers whose income and social status are comparable with those of the middle class. A larger group represents the so called "neo-proletariat" and is comprised of either temporarily employed persons or those *whose level of education* is not in demand by the modern labor management system due to the use of high technology.

The class of "exploiter-capitalists" shared about the same fate. While in 1890, 12% of the wealthiest citizens of the US owned 86% of the national wealth, these days, the aggregate wealth of the one thousand wealthiest people in the US will not be sufficient to fund the operations of at least one sector of the national economy for at least 2 or 3 months. Today, it is no longer prestigious to be a businessman. Companies and firms are mainly run by employed managers, and basic capital of the economy is comprised of people's savings and pension funds.

At the same time, there is a rapidly growing new class of highly educated "intellectual workers", otherwise referred to as "a class of knowledge workers". This class currently accounts for more than half of the employed population in the US, Japan and a few other countries. What has emerged is a society of "intellectual workers" who are neither the exploited, nor the exploiters. Individually, each of them is not a capitalist, but collectively they own the greater part of capital in their countries by holding joint pension funds and savings. Although they are subordinates, they can be superiors as well. They are both dependent and independent, because they are well aware of the fact that their knowledge provides them with unrestricted mobility. Be it a mathematician, a programmer, an engineer, an accountant or a secretary who has proficient computer skills and speaks foreign languages – nearly all organizations and enterprises will want to use their services one way or another. For example, it makes no difference for an IT specialist whether he works at a university or a department store, in a hospital or a governmental institution or at a stock exchange. What matters for him is a good salary and an interesting job. This drastically changes the priorities: it is not so much the employer who dictates his terms to an intellectual worker, but it is the intellectual worker who can dictate his terms to the employer before being hired. In general, the class of "intellectual workers" plays an increasing role in the economy and politics.

The "upper" class in Western countries also includes managers, doctors and lawyers, as well as people employed in creative occupations (including professors and teachers), that is, people who, at least, have higher education. Highly skills workers are also part of the middle class.

At the same time, the so called "underclass" is rapidly growing in the developed Western countries. In the context of high technology expansion in both material and spiritual production, its representatives cannot find an adequate job due to a *low level of education*. The "underclass" includes manual workers who are unable to "fit" the highly technological processes; representatives of obsolete occupations; people employed in the primitive sectors of the service industry; temporarily or permanently unemployed; unskilled immigrants; unmarried mothers; orphans and children of single-parent families; as well as various asocial elements. A special category is represented by the descendants of immigrants from developing countries who were born and grown up in Europe. According to some estimates, the representatives of the "underclass" currently account for *at least one third of the employable population* of the developed postindustrial countries. For example, more than 25 million of adult Americans are functionally illiterate, with those with the reading level below the fifth grade level accounting for 30% of the population.

Thus, there is a new, unprecedented stratification of society into a highly educated "elite" and the undereducated "underclass".

While in feudal society a person's "way up" depended on his class origin and in capitalist society it was determined by material welfare of his parents, in the modern postindustrial society it is fully dependent on the *level of education*. The development of the intellectual class into the elite of postindustrial society highlights the borderland that separates it from the other members of society. However, the intellectual elite is not parasitic. They derive benefits from the products of their own labor, which at the same forms a basis for the progressive development of the economy and society. The overwhelming majority of this group are people who did not inherit their wealth, but *earned* it. More than 80% of the US millionaires at the beginning of their lives were part of the middle class. *Therefore, the new upper class of postindustrial society is, as never before, a working class.*

At the same time, *in the modern context, the "underclass" increasingly becomes an exploiter class*. This may seem paradoxical, but if we consult a dictionary, we will discover that "exploitation is the appropriation of products of others' labor". Indeed, in order to avoid social

disruptions, the state is increasingly forced to provide the low-income groups of population with social benefits, unemployment allowances and other payments. Where does this money come from? It comes from taxes paid from earnings of the middle and upper classes. This is an appropriation of the products of labor of one class by another class, that is, the *exploitation*. The governments increasingly have to help their dispossessed citizens. The US government annually allocates about 500 bln dollars or about 17% of the federal budget expenditures for social support. Other sources of funds for social purposes include multiple charity funds, church communities, etc. Even in case of the employed population, if salaries were the only source of income for the employed Americans, 21% of them would live below the poverty line, and for elderly people this figure would exceed 50%!

At the same time, the representatives of the "underclass" increasingly acutely feel themselves as second-class, oppressed or "marginalized" people. The situation is worsened by the fact that an increasing number of people from the underdeveloped countries of Asia, Africa and Latin America migrate to the developed Western countries (as well as to Russia), searching for better life. They also become part of the "underclass", which worsens the situation.

The new social division may become more dangerous than that of capitalist society into bourgeois and proletariat. The central conflict of industrial society arose around the distribution of material wealth. The opposition of ownership versus lack of ownership had both the potentialities for conflict resolution through the distribution of ownership and a mechanism for mitigation based on the improvement of welfare of the dispossessed groups of the population. In the current conditions, *knowledge and abilities*, which represent the main resource for welfare growth, by their nature *cannot be physically alienated or redistributed*. It is completely evident that the economic support of unsecured strata of the population may not be effective for a long time. Therefore, the emerging social division and a resultant conflict will probably become worse and it will be more difficult to extirpate it than to solve the social problems of capitalist society.

Russia follows the same way. The Russian economy is rapidly developing, to be more precise, recovering these days. The middle class, as well as the intellectual elite are rapidly growing, first of all, by attracting hundreds of thousands of gifted young people into the information technology industry. There is no credible statistical data about personal

the intellectual stratification of society due to differentiation of accessibility of education. The overwhelming majority of school leavers enter higher education institutions. The overwhelming majority of them choose "prestigious" professions, such as economist, lawyer, psychologist, etc., thereby forming an enormous group of the unemployed with higher education. There is a regularity known all over the world: people with higher education – at least those with higher education in humanities – are not eager to be employed in blue-collar positions. Unprestigious jobs at factories, construction sites or markets are increasingly taken by the Chinese, Vietnamese, Ukrainians, Moldavians, Azerbaijani, Georgians, etc. Therefore, the unemployed persons with higher education and migrants rapidly contribute to the expansion of the "underclass".

At the same time, what is most important is that according to different estimates (with no credible statistical data available), 2.5 to 4.7 mln people fail to complete a full secondary school course (grades 1 to 11 in general education school). About 700 thousand of them enter primary vocational education institutions; and 800 thousand people enter secondary vocational education institutions. A few millions of people leave the school "to nowhere" to become lumpen, marginals, criminals, drug-addicts, etc. This figure does not take into account the children who do not go to school at all. As a rule, they are homeless children, children of migrants and forced migrants, as well as children from the poorest strata of the population who, among other things, are homeless. In the not distant future, they will also become part of the "underclass". Rejection of universal school education, which is an achievement of our "democrats", represents not only *a great social danger, but also an economic "pit", especially in the context of the stressful demographic conditions*.

According to the data of the World Bank, in Russia the percentage of children in the age of 7 to 14 years old who go to school is 90.8%, and that of young people in the age group of 15 to 18 years old who study in education institutions of different levels is 69.5%. Again, the remaining group contributes to the expansion of the "underclass": a person without general and vocational education is, at best, able to take a low-skilled job.

Moreover, there are some problems with basic vocational education. Sociological surveys show that the overwhelming majority of employers currently prefer to employ highly-skilled workers at the level of 5th or 6th grade, while vocational schools and colleges can train workers (over three years of studies) only at the level of the 3rd or 4th grade. Again, due to the problem of discrepancies in qualifications some graduates from vocational

schools will become part of the "underclass". Therefore, the question of integration of primary and secondary vocational education becomes more acute these days. Employers are more eager to hire graduates from technical schools and colleges due to a higher level of their theoretical attainment.

At the same time, it is obvious that the procedure for enrollment at higher education institutions should not be as straightforward as suggested by officials from the Ministry of Education and Science of the Russian Federation (who think that it is enough to take into account the results of the uniform state examinations only). This mechanism seems to be very democratic and to provide everyone with equal conditions. But what will it lead to? The level of educational attainment of a schoolchild from Moscow is certainly higher than that of his peer from a Siberian village. In many rural schools a few compulsory subjects are not taught at all because of the lack of teachers, and this situation will continue for a long time. Therefore a school leaver from Moscow can enter, for instance, an agricultural higher education institution, albeit he will never work in the countryside. The opportunities for a school leaver from a well off family to get prepared for the unified state examination are better than those for his peer from a poor family, because the former can, for instance, take private lessons. Therefore this "democratic" and "equitable" mechanism of enrollment at higher education institutions will apparently lead to the *social stratification of the population*.

Another problem is that according to the sociological surveys carried out in many countries of the world including Russia, the stratification of society by the level of education tends to become *heritable*. Children from highly educated facilities most commonly become highly educated people themselves, while those from undereducated families more often than not are undereducated.

Thus, Russia "successfully" takes the path of the Western countries, particularly, that in the development of the national education system, thereby contributing to social tensions and instability of the economy in the long run.

Apparently, this path is unlikely to be promising for Russia. There is another path which is more attractive for Russia. It involves developing and raising spirituality and intelligence *in every man* and meeting reasonable material needs of *all* people. Given the traditional Russian *communal* mentality with its motto "All for one, one for all", stable development of society under the current conditions requires that we should follow the

following principle: "The speed of a squadron is that of its slowest ship". This is opposed to the Western individualism-based mentality: "Every man for himself, only God for all".

While it is not too late, the Russian public education system should take the following steps: urgently and most profoundly address and get rid of homelessness as a social phenomenon; tackle the problem of accessibility of education: restore universal school education and assign each school a particular neighborhood unit; seek to restore compulsory secondary education on a legislative basis; increase the number of student places in primary and secondary vocational education institutions in order to make them accessible *for everyone*; adjust the mechanism of enrollment at higher education institutions to make it truly democratic; develop in every possible way the opportunities for young and adult people to continue their education in general and vocational education institutions under the programs of correspondent, distance, open and other progressive forms of part-time education, etc. Today, more than ever, it is necessary that schools and the system of public education as a whole take the responsibility for the future of our society and country.

RELEVANT ISSUES ON TRAINING
SPECIALISTS IN THE SYSTEM
OF TECHNICAL AND PROFESSIONAL EDUCATION
K. A. Bisenov

The key to successful development of any society is close attention to and care for the system of education on the part of the state. Nowadays technical and professional education has acquired a special significance, as it forms the middle link of specialists for various branches of economy. On the initiative of the President of the Republic of Kazakhstan N. A. Nazarbaev the "State Program of the Republic of Kazakhstan for the development of technical and professional education for 2008-2012" has been approved.

Technical and professional education forms vitally important working skills and introduces young people to work on modern equipment with the use of new production technologies. Also, during the economical crisis, the possibility of mobile re-qualification from technical and professional education provides employment and social safety for the population. Thus, the individual gets an opportunity for professional realization and further continuous education.

Due to this, the rise of the quality and orientation towards quality as the main factor in providing the competitive ability of educational services must determine the long-term strategy of the organizations of technical and professional education. Quality management, regarded as one of the most important components of management, requires an over-all approach. For effective quality management it is necessary to introduce systems based on the international standards of ICO 9000 that include quality provision as well as quality management. To introduce the quality management system into the system of technical and professional education, a strategic decision on the part of the educational institution's management is required. Quality management system is made more important by the fact that it allows organizations to react fast to the changing needs of the work market, and orientates consumers of educational services toward particular goals and providers of the services toward perfecting their resources, in order to achieve the goals they have set for themselves.

Introduction of the quality management system into the organizations of technical and professional education is designed to: (a) help the successful realization of educational services; (b) raise quality and competitive ability of the graduates of higher education institutions; (c) help

satisfy the professional requirements of employers; (d) widen the market possibilities of preparing middle level specialists; (e) improve the image of the organization in the eyes of the general public, etc.

Besides this, the introduction of the quality management system increases management culture and the level of controllability, i.e. it improves: consistency in the achievement of goals, interaction with partners, motivation of personnel, the use of time and resources, and it diminishes expenses on services provided.

At present, some special purpose problems have appeared that should be solved urgently. Among them the most important are:

firstly, overcoming the shortage of qualified middle level staff with professional technical education. High technology productions and branches that require large investments are experiencing a shortage of staff, and particularly shortage of qualified workers and middle level specialists;

secondly, a lack of an analysis of the situation determining staff requirements in different spheres of economy led to a low level of employment of graduates, which in the end affected the work market;

thirdly, the outdated material and technical base of the technical and professional and post-secondary school education makes it impossible to solve the problems of training qualified workers and specialists to the full extent;

fourthly, there is no effective mechanism to attract the resources of the private sector of the economy to the organization of professional education and training of staff. The role, responsibility and interest of the employers in the organization of technical and professional education have not been regulated by legislation. Employers, especially private companies and organizations, and foreign companies, take virtually no part in training qualified specialists. There appears to be a very weak connection between organizations of technical and professional education and centers for support and development of small and middle businesses, unions and associations of employers;

fifthly, there is a major problem with further education of teachers and masters of production training. Teachers of general subjects improve their qualification in the regional and republican Institutes of Further Training. Unfortunately, teachers of special subjects and masters of production training don't always have the opportunity to improve their qualification and mastery;

Sixthly, the system of payment for masters of production training of organizations of technical and professional education is very imperfect.

To solve these problems, we consider it necessary to take the following measures. To organize the training of qualified specialists in specialties that are in demand on the work market, to adapt the structure and quality of professional education to the requirements of the employers. In order to achieve this, we first of all have to organize constant monitoring of the work process, and regularly make a forecast of the demand for specialists with(n ord   d)28itq deu8(t7(ald9r)16 9r)1oructure

of industrial councils for the development of technical and professional education and preparation of personnel, these structures can: (a) participate in predicting and determining the need for qualified staff of their companies, and constantly inform the state authorities for labor and employment; (b) participate in the development of professional standards; (c) give students of institutions of technical and professional education the opportunity to do practical familiarization and production training at their companies; (d) facilitate the modernization of training and production facilities of the educational institutions, and supply them with modern equipment; (e) create conditions for further education and on-site training of teachers and masters of industrial training at company factories; (f) award company maintenance allowances to students of the most vulnerable social groups; (g) participate in the work of qualification commissions for assigning qualifications to graduates. Furthermore, granting additional tax concessions to companies that invest in technical and professional education will stimulate their active participation in the organization of training of qualified specialists.

For a real improvement of the system of technical and professional education, it is necessary to have a complex analysis of its substantive, financial and social condition.

Solving the above listed problems will ensure the accessibility and attractiveness of technical and professional education, and also will improve the quality of training and competitive ability of the technical maintenance personnel, which will undoubtedly play a significant role in the development and prosperity of the state.

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THE GENESIS OF THINKING ABOUT LIFELONG EDUCATION OF A MAN AND STAGES OF HUMAN DEVELOPMENT
K. Jakubiak

Thinking about and discussing the contemporary aspects and issues of development and education concerning childhood, growing up, adulthood and old age, it is worth asking a question since when these problems have been present in the history of the European pedagogical thought. Is it a result of research of contemporary developmental psychology or does it have a much richer, distant, chronological tradition? And maybe one should associate the first division of the stages of human development with the shaping of pedology at the beginning of the 20th century together with its then modern, empirical research instrumentation as well as an integral biopsychological and social cognition of a child in all stages of its development. [1]

The studies on the history of the European pedagogical thought allow to claim that the genesis of distinguishing the stages of human development in modern history should be found in the works of John Amos Comenius (1592-1670), who probably based on much earlier findings of Isidore of Seville (570-633) believed to be the greatest scholar of the turn of the 6th and 7th century. In the encyclopaedic work entitled *Originum seu etymologiarum libri XX* [The Etymologiae] that organised all knowledge of the time he divided the life and education of a person into six periods of six years: infancy (infantia), childhood (pueritia), adolescence (adolescentia), youth (iuventus), maturity (gravitas) and old age (senectus). [2]

John A. Comenius, preparing his truly original, the first in Europe, project of a uniform school system, accessible for everyone disregarding their social and financial status and sex, in his *Great Didactic* (1657)[3], understood by the author as the didactic of the whole human life[4], distinguished four periods of six years in the human development and applied to them four types of schools. Childhood – up to six years of age,

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[1] P. Z. Dąbrowski, *Nauka o dziecku*, Lvov –Warsaw 1928, pp. 1-3 and following

[2] S. Litak, *The history of education up to the French Revolution*, v. I, Cracow 2004, pp. 53-54

[3] J. A. Comenius, *The Great Didactica,* Wroclaw 1956, pp. LXXXIV – LXXXVI, 73-75

[4] T. Bieńkowski, *Jan Amos Komenski o nauczaniu i wychowaniu,* Pułtusk 2000, p. 74

corresponded to the mother school (schola materna) understood as upbringing and education at home. The author of 'maternal school' recommended taking care about a child already in the prenatal period. The Czech theologian and pedagogical thinker was the first to notice the educational importance of this early period of life emphasising the role of mothers in those years.

The second period from 6 to 12 years of age corresponded to six-year elementary school called the vernacular school (schola vernacula) with an object learning about things in the mother tongue. The program of this school according to Comenius went beyond the curriculum of the non-Latin schools and included: acquiring basic skills in reading, writing and arithmetic, grammar of the mother tongue, music, religion, history, geography and basics of economy and politics as well as general information about crafts.

The program of the vernacular school was to be gradually extended and developed in the Latin school for students at the age of 12-18. The subjects included Latin, Greek, Hebrew, physics, natural history, scientific discoveries, mathematics, ethics and logic.[1]

The fourth period of human development in the age range of 18-24 corresponded to the university, where only the most talented students of the Latin school could attend, "only select talents, the cram of the intelligentsia"[2], who could choose one of the three faculties: theology, law or medicine.

The visions presented in the *Great Didactic* John A. Comenius developed and expanded in his *School of Pansophy* formulating an outline of curricula for each class separately.[3]

Establishing the four stages of human development and education Comenius emphasised that each school should teach everything "that can make humans really humans."[4] The basic principle of Comenius thinking about a human was his statement which said "It is only education that makes a human a human."[5] This rule of Comenius pedagogic was still in the 17th century the foundation of *Some Thoughts Concerning Education* (1693) by John Locke (1632-1704), which was based on a notion that

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[1] Ibidem, p.86
[2] R. Alt, *Postępowy charakter pedagogiki Komeńskiego*, Warsaw 1857, p. 64
[3] J. A. Comenius, *The Great Didactic*, Wroclaw 1956, Introduction – B. Suchodolski, p. LXXXVI
[4] Ibidem, p. LXXXIV, chapter XXVII
[5] Ibidem, p. LXXXV, chapter XXIX

education shapes a person. This idea was alive and valid in the next centuries, it was also close to the most eminent philosophers of the modern times. In the 18th century Immanuel Kant tried to prove in his works that a man is a being that must be educated and also that a man becomes who they are only through education.

After many reflections, in his other great work *Pampaedia* Comenius acknowledged that adults and even old people should also be educated. Comenius in his *Pampaedia* distinguished eight stages of human life and characterised eight other 'schools'. It was the first time in the history of pedagogy that this classification took into consideration the whole human life – starting with the moment of conception and ending with death. In this way Comenius formulated a pedagogical project of continuous education, lasting throughout the whole life, in modern terms: permanent. *Pampaedia* went beyond the horizons of the *Great Didactic* extending the notion of school for the whole human life, using the term 'school' in a more symbolic rather than a real way. Comenius was convinced that every age is suitable to learn and human life has no other goal but learning. Education understood by the Czech precursor of modern pedagogy as "universal education of the whole humankind" was at the same time "education of all people in humanity, that is leading them to the state which they can naturally achieve if only they make the appropriate effort."[1]

'University' in *Pampaedia* was followed by 'apodemia' that is the school of travel and wander. Thanks to travelling the student was supposed to decide more consciously about the choice of occupation and acquire the ability to mix with other people. Next 'school for young men' was an appeal issued by Comenius for self-knowledge, reflection on life and planning one's own life.[2]

The next stage was 'school for men' and concerned, as Comenius put it, "the middle part of life, which is marked by the height of life forces."[3] It involved years of professional work but, as the author emphasised, the main area and goal of education during this period is simply life.

The last period in the human life was referred to as 'school of old age'. Comenius in this respect was convinced that "that which is weak has to be managed and supported. And since old age is the weakest period in

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[1] J. A. Comenius, *Pampaedia*, Wrocław-Cracow-Gdansk 1973, Introduction B. Suchodolski, pp. XV-XVI
[2] Ibidem, p. XII
[3] Ibidem, p. XII

life it should not be neglected and left without help."[1] "The school of old age should teach how old people could, would be able to and would like to properly use the journey through life, spend the rest of life in a decent way, the earthly life end with dignity and cheerfully enter the eternal life."[2] Comenius encouraged the old people not to resign from their work to devote the time to inactivity and laziness, just the opposite, they should review their duties both completed and those to be completed in order to finish the tasks they have left.

As far as the 'school of death' is concerned Comenius hesitated whether such a stage should be postulated. However, he concluded that there should be an equivalent of the 'school of birth' as two poles of the human life – the beginning and the end. He also believed that "the art of good and happy dying is worth considering for every devout man and that it can even be salutary."[3]

Pampaedia was definitely the first original theory of education of all people throughout their whole life based on the anthropological concept of a man in modern pedagogy. The human life was understood by Comenius as a continuous education of the humanity.

Another precursor of modern pedagogy, who distinguished the stages of development, was Jean Jacques Rousseau (1712-1778). In his main pedagogical work entitled *Emile or, on education* (1762) he presented a fictional pedagogical experiment, which monitored the results of growing up and development of a boy under a teacher supervision. He claimed that the only regulator of the pace of development is nature, understood by Rousseau in two ways: "as child's internal forces and as a natural environment influencing the child."[4] The novel, called by Rousseau himself a 'pedagogical romance' contains five volumes, based on freely determined stages of a child development. He believed that education must be progressive, adjusted to the natural, free (physical and mental) development of a child, which became a rule of pedagogy. Rousseau claimed, similarly to Comenius, that every stage of a human life has its own characteristic features. He distinguished four stages of development characterised by some spiritual features.

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[1] Ibidem, p. 267
[2] Ibidem, p.269
[3] Ibidem, p. 283-284
[4] K. Bartnicka, I. Szybik, *Zarys historii wychowania, Warsaw 2001, p. 125*

The first period presented in the first book of *Emile* is 'education in infancy' that is up to the three years of age. The parents are the educators during this stage, especially a mother, who is naturally prepared for this role since it is the mother with whom the child establishes a strong emotional bond as a result of breastfeeding. He appealed: "start with mothers and you shall be surprised what changes you will cause."[1] The child should be surrounded by kindliness and warmth according to advice given by Rousseau to adults (including parents and carers): "love childhood, surround with kindliness its play and joys, its instinct full of grace."[2]

After the stage of infancy there was a period of childhood, which lasted up to the age of 12. The goal of a child education in this period was to shape a 'full child' and not its preparation for adulthood. Rousseau perceived this stage as the time to develop physical and mental strength of a child, to develop its senses in the contact with nature and through learning about the surrounding world.

The stage of 'boyhood' described in the third book concerned the years between the age of twelve and fifteen. J. J. Rousseau called it "the most precious period in life." It was then that the most intensive education of the mind of Emile took place, allowing the boy to understand the surrounding phenomena. The teaching was to be practical and adjusted to the student's abilities and mental capabilities. As a result of education Emile was also supposed to understand the meaning of social usefulness of agriculture and craft.

The last stage of education – 'youthfulness' starting at the age of sixteen and lasting up to the age of twenty concerned the social, aesthetic and religious education of Emile. It was also the time to get mature to start friendship and love. In this period Rousseau set two tasks for his son: "to get the ability to look at his attitude towards people and to have own view of the world."[3] The time of Emile's education ended when he chose his life companion - Sophia.

It is since *Emile* that a new philosophy of education started in the modern European pedagogical thought. Since then, the educationalists of next generations will speak not about education and moulding but

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[1] J. J. Rousseau, *Emile or, on education*, introduction and comments by J. Legowicz, v. I, Wroclaw 1955, p. 21

[2] Ibidem, p. 33

[3] J. J. Rousseau, op. Cit., *Introduction*, p. XLI

developing the body, character, mind and spirit of a child.[1] Rousseau revolutionised the way of thinking about education and the process of education. He discovered childhood as a period in human life that is precious in itself, which deserves respect from adults. He was in favour of the child's freedom and forbade any interference in its development. In his concept of natural education he advocated the need to get to know the child and pay attention to the identity of the child psyche. Rousseau discovered and tried to prove the relationship between the physical development of a person and their spiritual growth, between the sensual and intellectual life, between physical and moral health of a child.

As it can be seen on the basis of historiographical analysis, the thinking about lifelong human education and the stages of his development is well grounded in the tradition of modern European pedagogical thought dating back at least to the 17th century. As it has been proven, the works of John Amos Comenius and Jean Jacques Rousseau are ahead of their times in classification of developmental and educational stages of a man worked out on the grounds of pedology of the beginning of the 20th century and later studies of the empirical – experimental pedagogy as well as contemporary developmental psychology.

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[1] K. Poznański, *Wybrane zagadnienia z historii wychowania*, v. 2, Warsaw 2006, p. 74

**THE INNOVATIVE AND CONTINUOUS NATURE
OF EDUCATION IN THE CONTEXT OF GLOBALIZATION
M. I. Vishnevsky**

Quality of education is nowadays a matter not only of satisfying the individual's educational demands and the requirements of employers, but also of the objective directivity of globalization processes. These processes affect the economy as well as other spheres of social life. Their behavior is contradictory and combines chances, risks and even threats. The global economic network currently in the process of being formed is a graphic example of this. This network is characterized by powerful economic forces acting across the world; there is no absolute dominance, no controlling, unified center. The network may be understood as dynamic chaos, wherein significant changes and innovations constantly occur, with local order temporarily formed on the basis of the most effective use of the innovations' potential. At the same time, as Z. Baumann notes, globalization devalues those previously respected, habitual ways of live related to the predictability of occurrences and their certainty and understandability, which most people find acceptable. The English sociologist believes that the concept of globalization has come to replace the concept of universalism, since it has become clear that these global ties and the formation of networks have nothing in common with deliberation or control of those changes taking place, which are implicit within the universalistic idea [1, p. 43].

The global economy has closely connected centers of events. Powerful streams of information, ideas, finances, material and human resources circulate between them. Side by side with these centers there exists a vast "global margin", from which it is very difficult to escape. Entrance into a strategic network, according to Kastels, is supposed either to entail the addition of some great resource important to the network, or else an alliance with an influential agent within the network [2, p. 192]. In short, the main resource which characterizes the modern economy is a highly educated labor force able to ensure the necessary rate of effective innovations. Successful development of human potential and a constructive, innovative directivity in education increase a country's chances in the tough global competition. On the other hand, incorrect orientation or unproductive organization of educational work creates a threat for our future.

There are four distinct categories of people occupied nowadays with economic activity. The first consists of those who put forward ideas and

develop ways of changing these ideas into something useful and profitable. The second is made up of those who are engaged in the field of reproducing labor forces. The third category consists of people in personal contact with the recipients of products and services (retailers, creators of demand for goods being produced and converted into cash etc.). Finally, the fourth category includes those "average workers" occupied with manufacture, computer networks and so on. These workers are considered easy to replace [1, p. 35]. Innovation plays an unequal role in the activities of the four categories of workers outlined above. Different demands are made of both the level and quality of their education. It is important that their education provides for successful activity within the limits of their particular category, as well as for the transfer from one form of self-realization to another, often richer in opportunities. It is impossible to obtain an education which would completely satisfy the demands of the global economy for life. Such an education needs to be periodically renewed and extended. Its quality is connected to the individual's ability to change his self constructively, to form him self, adapting to the dynamic situation of the labor-market, and taking into consideration both the imperatives of culture and the realities of modern life.

As many researchers have noted, the old culture of books and printed texts was somewhat elite. It was, in its most "scientific" forms orientated mostly towards advanced, conceptual-logical thinking, and was thus out of reach for those without special training. The world of emotions, subtleties and qualitative evaluations had been expressed mainly in art and, to a lesser degree, in religion. However, these were gradually forced out by science and came to be considered by many educated people as second-class cultural phenomena. Since then, with the development of radio, cinema, and especially of television and the internet, the importance of non-reflexive communication, based mainly on the senses and uncontrolled by thought, has increased dramatically.

At the same time, combining different methods of communication into interactive information networks touching deep cultural strata opens up the fundamental possibility of the convergence and interpenetration of written, oral, and visual modes of human communication, and ultimately the opportunity to change human worldviews and attitudes towards the world: that is, the harmonization of the inner world of both individuals and society as a whole. The new culture demands that those involved should be able constantly to change, and to act as the instigators of life's changing forms rather than merely as passive executors of others' instructions and keepers

of traditions. Related to this is the need to comprehend the world of fiction and art in general in terms of pedagogy, and to adapt these anew to the conditions of the educational process in all its classical and modern forms. We can witness how classical fiction, having until recently been considered the most important branch of art, has begun to lose violently its influence on the inner world of young people at an alarming rate. We are witnessing the birth of the "non-reading generation"; it is now useless to offer a large number of texts for obligatory study. It is very difficult, for example, for today's schoolchild to understand Tolstoy's *War and Peace*, to appreciate the book's true worth, or even just to read this grandiose work, especially since the school program allocates to its study rather few lessons. Classical fiction, as before, remains the most important bearer of high cultural standards, but in order to use its worldview and spiritual and moral potential in practice, it is necessary to encourage schoolchildren to read the integral artistic texts, to think them over and understand their content, without losing sight of the demands of modern life. At the same time schoolchildren should be taught to understand the languages of cinema, painting and music (including contemporary).

The scientific education of school graduates should be combined with their moral, artistic and more generally spiritual development, and with their social and civic maturation. We live in a rapidly changing world which follows the laws of synergy rather than those of classical mechanics. It is outdated and unconstructive to think in terms of strict dynamic laws, simple relations of cause-and-effect, and a uniform logic of public and personal development. It should not be considered profitable to orientate educational activity towards the acquisition of the entire, rapidly-spreading body of those concrete facts, descriptions and scientifically-minded definitions, which supposedly provide simple, comprehensive answers to all one's practical life questions. Nowadays one must teach the ability to uncover and formulate vital questions independently, and to figure out creatively any possible constructive answers, rather then simply teaching the correct answers to pre-prepared questions (though this does also have its own defined place).

It must be stated, however, that in those fields where the most contemporaneously important knowledge is obtained, and ideas concerning its practical application are generated, efficient methods for relaying the results through education are often absent. In relation to this, it has become commonplace to discuss the particular difficulties of new scientific knowledge. It is well known that in the process of teaching one should

advance from the simple to the complicated. But in the individual's progress towards knowledge, are the differences between "simple" and "complicated" so? This very much depends on any habits and traditions which have already formed. There was a time when Newton's mechanics seemed very complicated and unusual, and Aristotle's physics seemed comparatively simple and clear, corresponding to common sense conclusions. People no longer think like this. Modern school students do not know about and indeed do not need Aristotle's physics; whereas they master Newton's mechanics quite successfully. Quantum mechanics, on the other hand, has not yet caught on in the same way: it has not had gifted advocates to popularize it, to establish it as a viable counterpart in education to classical mechanics. One could argue that particle-wave dualism and the laws of probability are neither simpler nor more complicated than the principle of inertia and the laws of dynamics – they are just different. If we earnestly and doggedly continue to teach our schoolchildren physics that was new and relevant 200-300 years ago, and which differs greatly from contemporary physics, then we should not be surprised when they have trouble coming to terms with modern scientific ideas. After all, people need to restudy, taking into consideration the diminished importance of things they were taught previously to be exemplary and universal, and coming to terms with totally different concepts of the world. However if we both wanted to and were able from the very beginning to introduce to school students not only physical (biological, chemical) concepts and ideas of both past and present, then it would not be necessary to re-educate them; the idea that modern science is particularly complicated would thus not arise.

I believe that it is correct to state that the most important problems of innovative education lie in the sphere of pedagogy. At the same time, pedagogy should not be isolated from recognized individual methods, since they share the common task of singling out the foundations of modern culture (not just limited to science) and providing for their effective relaying through education to new generations of people. To accomplish this it is first necessary to realize the scale and social importance of the task. Pedagogical specialists think, quite reasonably, that their job is to establish a theory of raising children and education. That is why today we must reassess whether or not our definitions of curricula, the form of the educational system and our priorities in determining what should be obligatory learning in schools, are correct. It sometimes happens that one looks for something not where it was lost, but where there is light. What has

been lost, or, rather, weakened, is our focus on pedagogical adaptation both to modern scientific knowledge, and to new forms of culture in general; as well as our attention to definitions of optimal educational content which correspond to schoolchildren's abilities and the needs of the process to ensure their personal formation, development, and finally, their strengthening of the state's position in the modern globalizing world.

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**THE DUAL SYSTEM OF PROFESSIONAL
EDUCATION IN GERMANY
R. Hertz**

"Made in Germany" – all over the world these words sound like a definite sign of quality that characterizes high-quality work. Germany, with a population of just over 80 million, continues to export goods and services in volumes that exceed the export volumes of other industrially developed countries with more than three times as many inhabitants. Germany is one of the industrial countries of the world with the highest production potential. Among the decisive factors that provide this level of productivity in Germany are the "social market economy" and "dual system of professional education".

The very concept "dual system of professional education" is over 500 years old. Over centuries, this system faced the changing challenges of time, and adapted flexibly to new conditions. If the dual system of professional education in the 16th century was focused almost completely on artisan professions, industrialization, growing techogenization and also globalization, forced this system to adapt constantly to the changing demands of the economy.

What characterizes the dual system of professional education? Firstly, the *interest of the economy* in qualified personnel. The economy has faced situation when new types of production are developed by engineers with academic education, but they can only be released into product-technological production by well-trained, and above all experienced specialists. 500 years ago, innovative production technologies were spread from enterprise to enterprise by itinerant craftsmen. And at the very least, since the beginning of the industrial era, broad initial professional education along with qualified, specialized training of staff has been the guarantor of each enterprise in the exclusive ability to adapt to demands which change at increasingly faster rates. Without specialists trained in this way, German enterprises would not have been able to ensure international competitive ability for themselves for a long time.

The state's interest is primarily directed to ensuring competitive ability for its enterprises, and creating the potential of job placement for its employees. Thus, the center of interests for the state is problems connected with the policy of the labor market. The goal of this policy is to ensure, when possible, a reserve amount of highly-qualified employees on the labor market at any time, which the economy is in need of. In an ideal

case, this could ensure the complete employment of all workers. However, as the future requirement for a certain qualification is always very difficult to predict, the state attaches great important to broad initial professional training in the system of professional education, as this training makes it possible to simplify the process of advanced training and re-training, taking into account the current requirements.

As companies are much better than the state at judging which abilities and personal qualities they expect to see from their future qualified workers, their managers insist on independently selecting pupils for themselves, and signing *study contracts* with them. The state limits itself to the function of ensuring and supervising the quality of study.

What is understood by "dual" professional education? *Study of the profession takes place at workplaces of enterprises.* Therefore, study at enterprises is as close to practice as possible. But for some enterprises, it is not profitable to organize theoretical lessons for their own pupils, who are usually few in number. For this reason, theoretical lessons *are conducted on up to 2 days a week or as courses at state professional academies,* and enterprises exempt their pupils from work during this time. Thus, as professional study takes place in two different places – at the enterprise and the professional academy – it is called "dual professional education". Accordingly, the expenses on professional education are paid for by enterprises and the state. Enterprises finance industrial training and pay pupils a salary, and the state finances study at the professional academy.

Ensuring quality of studying the profession. For each profession that is studied, a "Provision on carrying out professional study and exams" is published, which is developed and approved jointly by representatives of companies, trade unions and the state. Scientific consultations on this work are carried out by employees of the Federal Institute for studying problems of professional education. On agreement with the Institute, *typical curricula for lessons at the professional academy* are developed. In Germany, study of the profession lasts from 2.5 to 3.5 years, depending on the type of profession.

Representatives of the economy, trade unions and the state may put forward initiatives to review existing "Provisions on carrying out study and exams", and also to develop the characteristics of new professions.

Functions of supervising the quality of professional education belong to chambers (trade chambers, chambers of commerce and industry etc.). They solve the following tasks: (1) enterprises which have facilities for teaching professions should receive a permit as a teaching enterprise;

(2) registration of all contracts for study; (3) enrolment of pupils in the corresponding professional academy; (4) carrying out intermediary and graduation exams; (5) issuing of certificates on completed education.

Lessons at the professional academy are controlled by the state. On completion of study at the professional academy, a state certificate is issued. If the pupil is not able to complete study at the professional academy successfully, the chamber cannot issue his certificate. The legal basis for dual professional education is the Federal Law "On education".

Ensuring attractiveness of professional education. The attractiveness of professional education depends: firstly, on the possibilities for career growth at companies; secondly, on the possibilities to receive advanced training. The chambers offer individually selected programs of advanced training, including programs that make it possible to acquire additional professions ("continuous lifelong study"); on the other hand, the diplomas received on the completion of professional education make it possible to continue education in other countries and at institutes of higher education. Thus, professional education is not a dead-end, but offers the path of subsequent career growth with a special qualification.

Pupil salaries / rates for calculating salaries. The teaching company pays pupil salaries to pupils undergoing professional training. The amount of the pupil salary is regulated within a "tariff autonomy" between trade unions and companies, and in each case on the basis of tariffs agreements, on which the state does not have any influence.

Challenges faced by dual professional study in Germany. Industrial processes at companies and requirements at workplaces change along with the increasing development of technology. As professional study in each case is focused on specific workplaces, as a result of this, there is constant need for significant adaptation: professions which are already been studied may be abolished, and new ones may come to replace them. Furthermore, the technological complexity of industrial processes at companies requires an understanding and study of professional connections at the workplace. Thus, again and again the question arises: "How, and above all where should the pupil receive basic professional practice?" Therefore, the dual system of professional study in Germany once more faces profound transformations. These problems may be solved by targeted measures on further development (and only if there are flexible organization and management structures), involving all parties that are interested in professional education.

Can the experience of dual professional education be used in Kazakhstan? Many countries have already tried to introduce the dual system of professional education based on the German model. However, it was discovered that the organization and structure of the dual system of professional education in Germany was formed as a the result of unique historical development. And finally, the success of the dual system of professional education requires the presence of special general conditions that exist in Germany. However, the success of the dual system of professional education does not lie in its internal organization and structure. To a large degree, this success is the result of the rational functioning of "management mechanisms", which are provided at a responsible level by the interaction of all parties, which receive benefits from qualified professional education in different forms – companies, workers and the state.

Thus, Kazakhstan must develop mechanisms that match its own historically formed structures, which will be the guarantee of the success that the dual system of professional education has in Germany. For this reason, the German society for technical cooperation is providing assistance to the Kazakhstan government in realizing a pilot project, in which forms and mechanisms will be developed that match the conditions of this republic.

**MOVE TO A NEW MODEL OF HIGHER
PROFESSIONAL EDUCATION IN RUSSIA:
RELEVANT PROBLEMS AND PATHS TO SOLVING THEM
O. I. Kosenko**

In March 2008, the Russian Ministry of Education and Science, in accordance with an order from the RF President and Government, began working on the state program "Education and development of the innovation economy: introduction of a modern model of education in 2009-2012". In September 2008, the project of this program, developed on the basis of the Concept for long-term socio-economic development of the Russian Federation, was examined at a board of the Ministry of Education and Science. What is the essence of this project? The strategic goal of state policy in the education sphere until 2020 is raising the availability of high-quality education, meeting requirements of the innovative development of the economy, modern requirements of society and every citizen. The following priority tasks have been determined for the development of Russian education: (a) ensuring the innovative nature of basic education; (b) forming mechanisms of quality assessment and demand for educational services with the participation of consumers; (c) modernizing institutions of education as instruments of social development; (d) creating a modern system of continuous education; (e) ensuring continuity of all levels of education on the basis of innovative education technologies.

The innovative nature of professional education will be achieved by: (1) the constantly growing research component of higher education (involving university students and teachers in fundamental and applied studies is seen as an important resource for forming the innovation economy of knowledge). According to the state program, the percentage of funds for scientific studies carried out in universities, should increase from 5% to 16% in the total amount of funds directed towards scientific studies. Associations of employers will be involved in developing legislative and other normative and legal documents in the sphere of professional education, forming the lists of areas of training (specialties), developing federal state education standards, and taking part in procedures of quality assessment of professional education. The innovative infrastructure of universities (business incubators, technology parks, venture enterprises) will be created together with business. Non-commercial organizations (i.e. public associations of employers) will form a public and state system

of professional standards, serving as a basis for developing federal state education standards.

The main structural elements of the system of higher professional education will be universities, academies and institutes, among which the following may be singled out: (a) a network of universities of world standard, which integrate leading scientific studies and educational programs – federal universities; (b) a network of universities that realize integrated innovative program and scientific research projects supported on a competition basis – "national research universities"; (c) universities of regional significance that realize multi-profile programs for the staffing support of the socio-economic development of RF regions; (d) institutes which primarily realize baccalaureate programs (including applied programs). Legislation needs to be adequately updated for this. In 2010, a new edition of the RF law "On education" will be developed and put into effect.

One of the key changes is modernizing approaches to the existing system of the current financing of institutions of professional education. The next step is to move to normative financing per capita (appropriate norms will be developed for all areas of training). The development of a staff, scientific research and material base of establishments of professional education will be carried out through special state support, but part of this financing will be provided on a competition basis. There will be a transition of institutions of professional education to a system of stipendiums for students in need of them. A system of state support of education loans for students will be formed. It is proposed to introduce systems for paying the work of pedagogical and administrative and management personnel of educational establishments, taking into account the quality and productivity of their activity. The special standard "Modern educational management" will be developed for heads of educational organizations, which will be used for conducting certification of all heads of educational institutions.

Practice shows that lifelong learning is becoming a necessary and increasingly important element of modern education programs. By 2020, the system of continuous education in Russia will be characterized by: (a) a diversity of organization of educational services provided; a system of qualifications that is transparent for the labor market and market of educational services; (b) the presence of a mechanism of confirming the results of additional education through exams and certification; (c) the development of the system of education consulting (consulting centers on issues of receiving additional education will be formed at employment services).

In order to provide effective management of the educational process, it is proposed to strengthen the role of society in controlling quality of education, both at the level of the institution, and at municipal and regional levels (with this goal, observer, sponsor and management boards will be created, and the role of professional academic management will increase – the community of teachers and scientific workers will be one of the main participants in taking decision and control of quality in the education system). Educational institutes will regularly provide society and consumers of educational services with detailed information about their activity, posting the information on their Internet sites.

The Russian system of professional education will work intensively with foreign education systems. With this goal, it is proposed to have regular participation of Russian universities in international comparative research, active use of the best international standards and education technologies by Russian universities, the increase of import and export of education services (invitation of scientific and pedagogical staff from abroad by Russian universities, and activity by Russian teachers and scholars at partner universities abroad).

There are grounds to believe that during the international economic and financial crisis, the negative consequences of which have already been felt in many countries, including in Russia, the terms for realizing the scheduled program for modernizing Russian education will be postponed. However, this process, in our opinion, must be activated this, and below we will formulate a number of proposals concerning this. Practice shows that the sources of financing of the Russian university today may be: (1) budget funds (but they must be targeted and spent on training specialists which the state is in need of); (2) investments of entrepreneurial structures (these organizations may be sponsors of the university or clients of specialists whom they are prepared to employ); (3) paying students to study (the level of this type of financing should be established by the university independently, but taking into account the real situation on the market of education services); (4) additional funds which the university earns on the basis of contracts with interested organizations).

The commercialization of universities is a typical phenomenon in many countries with a market economy, but this process should be controlled by society. Evidently, state bodies together with non-governmental organizations interested in the quality teaching of students should provide systematic financial supervision over the expenditure of budget and non-budget funds on education, in order to avoid their being

used inappropriately. Furthermore, the state should create improved qualities for financing for universities training high-quality specialists (for example, to provide privileged loans and budget subsidies, and also state orders for training specialists in a certain field). Finally, the state should assist universities in attracting business structures to finance them, which is quite possible if the latter are materially interested in this (for example, in the form of privileges on taxation).

As we know, if there is insufficient financing of a university, it is impossible to provide quality teaching. And this means that experts at the RF Ministry of Education and Science should formulate specific requirements from the volume of financing of the university (taking into account current taxation). At the same time, one must take into account the necessary funds for acquisition, maintenance and updating of the study materials base, the fund for paying teachers' work, expenses on methodical and scientific research work etc. The minimum level of financing should evidently be established for universities of different types and number of students. At the stage of licensing the university, its financial state should be inspected (the educational establishment should have a sum on its transaction account that is sufficient for normal functioning of all its services, for supporting the previously formed education material base (previously purchased or rented spaces designed for study purposes, necessary laboratories, computer classes etc.). It is expedient for the state to regulate the balance of the main expense articles of the financial resources of the university. In our opinion, at least 70% of all finances received by the university in the form of payment of students for study should be sent towards ensuring the study process of the rest – for common needs, and this ratio should be established legislatively. If in the process of inspecting the university it is established that its financial state does not ensure quality instruction of students, then this university, in our opinion, should be declared bankrupt. At this university, temporary state management should be introduced with subsequent changes in its charter members on a competitive basis.

As we know, the will of the charter members of the university, their ideas about the main priorities of educational activity, the forms and methods of their realization, are embodied in the actions of the management bodies of the university and its administration. At the same time, it is important not to forget that observing principle of inter-university democracy, which is characteristic for the best universities in the world, is a necessary condition for embodying the most progressive ideas in the

sphere of education. However, what has long become a tradition at foreign universities requires state support at Russian universities. So that the role of the university's academic council does not come down to the level of a consultative body under the rector, we believe that the right of the academic council of any university should be enforced legislatively, regardless of the sources of its financing, and that fundamental issues of strategy and tactics of education activity should be solved, and the academic council should be the main controlling body in relation to the university administration. On this basis, the chairman of the academic council of the university should not be the president or the rector of the university, as they are practically the heads of the university administration. To make sure that the wrong people do not get into the academic council, normative documents should formulate the main requirements for candidates for substitute heads at the university (from the president and rector to the dean of faculty and the head of department), and their authorities, level of responsibility, and procedure of election or appointment should be determined.

As we know, university teachers in Russia are presently paid very modest rates, which means that each teacher, besides his main job, must actively look for additional ways of earning money. In order to provide the necessary living standard for the teachers and their families, teachers of universities provide tutoring, hold lessons at several different universities (on conditions of hourly payment), and give consultations to specialists at educational centers etc. In wasting their energy and knowledge, many teachers not only stop "growing", but are unable to maintain their potential at the necessary level. At the same time, the activity of the teacher of the modern university is very complex and specific. The process of obsolescence of knowledge is becoming faster, and this means that a university teacher must take part in creating new knowledge, must improve himself in the chosen field of knowledge, expanding and deepening his intellectual potential. Furthermore, the university teacher must teach students. In a word, the teacher of the modern university today has serious and laborious tasks, which it is only possible to carry out under certain conditions. Above all, a decent level of salary must be ensured for university teachers at their main workplace. To achieve this on a national scale, it is evidently necessary to establish and periodically review a minimum salary for teaching, which must be sufficiently high for staff university teachers. Thus the material interests of university teachers will be protected from abuse by the employer, and their need for numerous

additional sources of income will lose its importance. Practice also shows that an important stimulus to high-quality work of a university teacher, besides a high salary, is the creation of real possibilities for his creative and professional growth. In our opinion, staff teachers should regularly be able to raise the level of their qualification at the university's expense in the main universities of Russia, and even abroad.

In conclusion, it should be stressed that the RF Ministry of education and science, as the authorized representative of the state, is obliged to inform the population regularly about the results of state certification of universities. On the basis of these inspections, the ministry could assess universities guided by the following criteria: (a) educational activity of the university corresponds to the state educational standard; (b) educational activity of the university is higher than the state educational standard; (c) educational activity of the university is lower than the state educational standard. Information of this kind published in the media will help future specialists and their parents to get a clear idea about which universities provide high-quality education, and which do not. In this way, the state, in the form of the RF Ministry of education and science would on the one hand give real assistance to everyone wishing to receive higher education to make the correct choice of university, and on the other, by giving wide publicity to the main results of state certification of universities, to stimulate the universities to be more energetic in dealing with shortcomings revealed, and take the necessary measures to ensure high-quality instruction of students.

GLOBAL CITIZENSHIP EDUCATION
FOR SUSTAINABLE DEVELOPMENT
OF TEACHER CANDIDATES IN THE USA
T. Koshmanova

The paper analyzes complex issues of global citizenship education in the conditions of globalization. Influencing a broad spectrum of world issues, globalization is considered in the unity of three aspects – economical, political and cultural. Economically, globalization is characterized by the free flow of capital and merchandise, as well as the growth of consumerism on the worldwide level; politically, globalization complicates the formation of independent states raising a question about what exactly global citizenship means; and culturally, globalization resulted in the loss of cultural diversity and a rapid growth of cultural homogeneity [6; 8].

It is currently a wide spread interest in global citizenship education, though this problem has been on educational agenda for a long time. For a while, American teacher educators considered globalization rather as gaining knowledge about the world, than developing students' skills and experiences of active participation in the solution of socially and economically significant issues. Today a new educational paradigm came instead of traditional understanding of learning. Current interest to global education genetically connects to such traditional educational themes as teaching values, patriotism, and the formation of civic behavior of students-prospective teachers; these topics were broadly explored in post-war time by the American and European educators. These studies were not unproblematic because they were grounded in search of compromise between traditional and democratic education, in exploration of the issues of civic responsibility, personal autonomy and self-actualization, as well as in radical educational critique of the structures of social order. The language of modern global citizenship education has retained much of the idealism and critical energy of the most progressive versions of moral education and religious understanding. Based on the analysis of literature, the study considers both current barriers and perspectives of global citizenship education for sustainable development of teacher candidates.

The paper consists of three parts: the first one analyzes theoretical issues of global citizenship education for sustainable development of the American students-prospective teachers; the second – considers barriers and perspectives of this issue in teacher education classes; and the third

one–suggests short practical recommendations of implementing global citizenship education in the context of teacher education.

Theoretical problems of global citizenship education for sustainable development. Modern Western research envisions global citizenship education as life-long activity of students which is characterized by a never-ending process of making choices, innovation and cooperation [5]. Personal accountability for decision-making is closely connected with continuously growing process of correct reasoning and rationality.

The individuality strives for decision-making in the system of continuous innovation. For many, life-long learning is the realization of the medieval alchemist' faith in finding the philosopher's stone, which had to unlock material and spiritual secrets by finding the theory that would unify everything. Many believe that today computer learning became such a stone. Some scholars argue that computer learning represents an unfulfilled promise about the creation of new cosmopolitan citizen of the world that the Enlightenment philosophers could only dream about [4]. According to this author, a new era of computer learning will realize a dream of a free market neoliberalism, and the school will create a more just society and individuality of student by suggesting "more choices into the system, advocating reason, the richer the offerings and the greater the benefits to consumers, students and families" [4, c. 4].

From the view of a different perspective, Hargreaves (2003) characterizes a lifelong student from the position of denial of neoliberal reforms grounded in free choice, market competition and materialism, in hope to form a child of the future with "a cosmopolitan identity which allows tolerance of race and gender differences, genuine curiosity toward and willingness to learn from other cultures, and responsibility toward excluded groups within and beyond one's society" [3, c.xix].

In the first half of the 20th century, under the influence of Dewey, American school was a place of students' socialization where they internalized given norms of collective identity. Today's school is reformed as a space for living, and therefore responsibility is no longer taught as social practice aimed at a concrete social sphere. Today responsibility is placed on continuous activity of communities where students gain complex experiences of cooperation under the slogan of freedom and absence of time constraints. Freedom of contemporary reforms also demonstrates certain fatalism where unfinished cosmopolitanism acts. This relates to understanding of globalization as inevitability for teachers who are destined to accept it and change their curricular and models in favor of students'

lifelong learning for sustainable development [5], aimed at the improvement

that belittles the value of national cultures for the benefit of a culture which decontextualizes the global consumer. Global citizenship education is in need of rethinking of the traditional approach to the single correct point of view in the benefit of value strengthening of multiple perspectives on such questions as development, administration and trade.

The third obstacle to the organization of global education is the choice between the national and global citizenship education. Mainly during a long period of time, the questions of citizen formation were the main focus of social sciences teachers. When speaking about the formation of the global citizenship education in the U.S., it is necessary to state that the formation of the citizen was viewed in two aspects: civic responsibility to become an active member of global community, and as a necessity to challenge inequalities between developed and developing worlds [8, c. 12-14]. In both cases, global citizenship education is viewed as a question of government interest and is a part of governmental structures of a nation. American students are being taught to take responsibility for the decisions of such important questions as international conflict, dreadful conditions of the environment, human rights issues; this responsibility has to be taken by these students as citizens of U.S., and not as global citizens. If American citizens see a need of taking political actions for elimination of injustice, then the entire nation reacts and the American foreign policy reacts.

In many cases it is rather problematic to support national citizenship education in the context of globalization. Since many questions with which most of the people come in contact with are connected with international issues, it becomes quite difficult to imagine that one nation can resolve all these problems. On the other hand, global citizenship education also brings terminological difficulties in the educational aspect, since it is hard to identify concepts of global citizenship or global civil society. For example, we do not know for sure what the word "citizen" means in the global context, nor do we know if global citizenship can function in the same ways as national civic structures [2]. National citizenship education is organized with the aim of bringing patriotism and loyalty to one's country; global citizenship education questions such a concept if there is a conflict of interests in the nation or in the world. Despite this, there is a continuous interest in the world to the problem of global citizenship, because without openness to this problem students will be unable to see and understand world challenges and inequalities, without limiting lenses of nationalistic thinking [6].

Conclusion. Regardless of existing dilemmas, there is an ongoing interest to the complex problems of global citizenship education, the aim of

which is the necessity to develop global skills for active participation and lifelong learning in teacher candidates' educational process. Specifically they are: (a) the feeling of continuous connectedness and responsibility for the world, empathy; (b) respect and acceptance of diverse views and cultures; ability to act by improving global civic environment. Such an interest is based on individualism and neoliberal economic ideas, stating that despite the outer differences, humanity is united by fundamentally similar needs, wants and wishes. Therefore, positive and active attitude toward the problems of global citizenship education is essential for the entire world. Coming from this point of view, the aim of global citizenship education is to help students develop knowledge and skills, which enable them to be competitive and successful in the world arena. In this case, globalization will be viewed as exclusively productive and positive force.

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THE ANDRAGOGICAL MODEL
OF TEACHERS' SKILLS IMPROVEMENT
Kh. F. Rashidov

In the year of the 60th anniversary of the Universal Declaration of Human Rights it is probably the right time to develop such an understanding of the right to education that would reflect the general intention of the modern conception of continuing education and contribute to the implementation of its central idea about lifelong enhancement of creative capabilities of a personality. In this context, Article 26 of the Universal Declaration of Human Rights ("Everyone has the right to education") may be interpreted in a more holistic and conceptual way as follows: all citizens have equal state-guaranteed opportunities to gain high-quality education before beginning their career and consistently continue their learning activity throughout their adult lives.

Adult education is an area of knowledge that is most relevant to teachers' skills improvement. An increasing importance of adult education is an admitted fact. There is no country in the world that does not owe it its technological, social, economic or cultural progress or does not associate its nearest and more distant future with the overall development of adult education. Adult education encompasses the entire set of continuous processes that help adults to develop their abilities, improve their knowledge, moral values and professional qualifications or find new applications for them. The modern theoretical basis for research in adult education is comprised of the ideas and notions of the conception of continuing education. According to this conception, learning is a component element of the human lifestyle at all stages of the human life cycle. In a scientific sense, continuity is a process comprised of individual discrete stages, each of which, albeit being an integral part of the whole, has its own specific properties.

UNESCO regards adult education as one of the priority tasks: "Each [UN] Member State should recognize adult education as a necessary and specific component of its education system and as a permanent element in its social, cultural and economic development policy" [5].

In recent years, the theoretical conceptualization of adult education has been mainly based on the experimental learning theories centered around the concept of 'learning experience' (E. Husserl, A. Knox, D. Kolb, R. Frye, J. Mezirow, P. Jarvis, D. Schon, R. Mannings, R. Beard, M. Knowles, etc.). The advocates of the experimental theory believe that

adult education can be based on experience of any kind (professional, social, etc.). For example, P. Jarvis defines adult education as "a process of transforming present experience into knowledge, skills, attitudes, values, emotions, etc." [7]. In other words, adult education always begins with invoking past experience in a new situation. The level of the learner's awareness of the happenings, which is important both for gaining experience and further learning, may be different among different learners. An analysis of a new situation is bound to take place against the learner's past experience, while the subjectivity of perception is defined by his personal experience. At the same time, adult learners bring in the interpretations of their past experience retained in their memory into their learning activity. These interpretations can both promote and hamper the effectiveness of learning. According to US researchers D. Brundage and D. Mackeracher who defined the adult learning principles and their application to training program planning, learners of different ages perceive time differently, which has a significant impact on learning. As time, as perceived by adult learners, becomes shorter, the learning needs focus more acutely upon the problems of the immediate present and the previous experience becomes increasingly important [6]. A similar opinion is rendered by M. Knowles. He emphasizes that the time perspective of an adult learner "changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness" [4].

Thus, adult learners have a number of specific features which should be taken into account in training management. First of all, they include an extensive experience and a large number of professional and other life duties. The sources of information available to an adult are plentiful; therefore it is more difficult for him to memorize and reproduce knowledge gained during the learning process. That is why it is necessary to create a special environment for learning educational material in class. Moreover, it is very important for adults to understand cause-effect relations between phenomena and regularities of their functioning and development and have an idea of the system as a whole instead of simply memorizing individual "portions" of material or using a ready-made routine. A. Knox notes in this regard that "…adults absorb information better when they are aware of its meaning and can integrate it into their own system of knowledge" [9].

Teaching based on active learning of the training material was and still is of interest to many andragogists. The works by P. Freire, J. Mezirow, C. Argyris, D. Schon, D. Kolb and others consider different aspects of this

complex phenomenon, compare the significance of reproductive and productive teaching and offer classifications of learning in line with their views. A classification offered by P. Jarvis seems to us the most interesting and suitable for practical use in the adult education system because of its completeness and coherent scientific structure. Worth special attention is the presentation of the adult learning process in the form of models that reflect experience assimilation. D. Kolb and R. Frye offered a learning cycle model which is to a greater extent related to a specific experience. P. Jarvis offers a learning process model which is based on cooperation between educators and adult learners. In furtherance of D. Kolb's ideas, P. Honey and A. Mumford described different learning styles and developed a preferred learning style test. In the process of experimental learning, learners usually begin with their preferred learning style.

Today, the complexity of adult learning is enhanced by the fact that all adults were subjected to the old pedagogical paradigm of learning with all the drawbacks inherent in it. These drawbacks, in particular, include the following: the dogmatic type of teaching, the lecture format of learning sessions, book-learning, orientation towards learning of ready-to-use knowledge, etc. The andragogic model of adult learning, which implies that a learner is responsible for defining the area of learning, choice of methods, time planning, as well as evaluation of results, represents the key learning "driver", while a teacher acts as a process coordinator, creating new formats, methods and opportunities. Educational programs for adults are developed and implemented based on the following key principles: (a) take into account the specific features of educational needs of different categories of the adult population; (b) take into account the capability of an educand to learn the training material provided by a particular program; (c) modify the scope, forms and methods of learning depending on the actual level of knowledge and skills of the educands.

The tasks associated with the development of adult education are set and resolved with the help of the mechanisms of state-public governance. For management of the adult education development to become truly state-public, it should be systemic. In order to improve the efficiency of management in adult education, it will be reasonable: first, to establish an authority which will coordinate the activities and interactions between the institutions and organizations that deal with adult education; and second, to develop an adult education development program which will become a part of the National Program for Staff Training and provide for a system of

consistent measures aiming to reach specific goals in the development of a national skills improvement system.

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**PEOPLE'S UNIVERSITIES – LIFELONG EDUCATION
FOR BALANCED DEVELOPMENT**
T. T. Malishevsky

The tasks that modernity sets before us require a re-determination of the previous attitude and behavior in relation to education, including adult education [1]. It seems that in our untiring search for the "new", we often forget about many important concepts that are well-known in history education, which have served many generations for decades, and with a very good result too. At the same time, creative transformation of the proved educational models of the past with the purpose of adapting them to the contemporary educational goals may have considerable social results.

Such "traditional" educational initiatives as: public universities, workers' universities, self-education circles or adult education societies can all play an important role in the harmonious formation of individual lives of citizens of various countries, as well as in the balanced development of diverse local groups, whole societies and finally international associations. One should add that in some educational fields it is hard to imagine institutions or organizations that could wholly substitute these forms of educational work that have been tested and perfected over many years of experience.

As an example of such an institution, we can mention people's universities (in some places in the world they are also called farmers' universities or people's higher education schools). The first of them appeared in the Kingdom of Denmark in 1844. So, this type of educational institution for adults has a tradition of 165 years.

When in the early 1840s, the 19th century Danish philosopher, theologian and pedagogue Nikolai Frederik Severin Grundtvig (1783-1872) published his essay "School for Life and Academy in Soro" in Copenhagen, nothing yet foretokened the appearance of one of the most interesting pedagogical innovations to emerge over the last two centuries on the whole European continent. But it turned out that the concept of adult education described by the prominent Dane years transformed in just a few years into an immense international movement of educational institutions for adults with the common name people's universities (Danish: folkehøjskoler; English: folk high schools / People's colleges/; German: Heimvolkshochschulen, Polish: uniwersytety ludowe) which were attended by adult residents of the country districts of a few dozens countries of the

world [2]. At the beginning of the 21st century the theses that were accepted back then are still relevant [3].

The principles of the new type of education that Grundtvig called *school for life* arose mostly from the denial of the usefulness of the Latin secondary schools of the time *(schools/for/death)* [4]. "The goal of the people's high schools is mainly the education of e n e r g e t i c p e o p l e " – according to the author of a publication issued by the Polish Printing House in Moscow at the end of the First World War [5]. This energy was understood as achievement of such a level of awareness and general and professional competence that would make it possible to carry out various social functions (civil and economic) consciously and with full responsibility. Although, as it was noted hundred years ago, "these schools provide not professional but only general education; their goal is to inculcate in people a love for the sublime..., as well as for agriculture " [6] – which means that the context of professional education that increases the competence of a good owner becomes very significant.

As for the forms and methods of work, it used to be said that the "living word" should be most useful in the didactic process, i.e. use of the students' life experience and complete cooperation on the teacher-student line. After all, Grundtvig spoke of "free, live and natural mutual influence: *free* from the pressure of the external authorities in the form of books and examinations, among other things, *live* – as opposed to cramming, *natural* because there is no compulsion for young people to acquire knowledge" [7]. All of this was based also on common life experience. Kristen Kold (1816-1870), thanks to whom the philosophy of Grundtvig was indeed "translated" into the language of educational practice, additionally enriched the concept of people's universities with joint residence of the students in dormitories, elements of students' self-government, giving the educational programs a slightly more practical bent [8]. Thus, right from the beginning of the history of this innovation in the area of adult education, it has been possible to discern in it many elements which in the field of school and general upbringing pedagogy only appeared much later as part of the concepts of John Dewey, Celestin Freinet, Ellen Key, Janusz Korchak, Maria Montessori or Lev Tolstoy. Learning through experience, individualization of the student and democratization inside the institution became a striking feature of people's universities, which is still prominent even in the practice of contemporary centers of the same nature, and also in modern educational quests, because of its invariable relevance.

It should not be forgotten that a certain contribution to the general acceptance of this idea in Poland was made by the publications of a Russian woman, Sophia Kovalevskaya (1850-1891). This famous woman, a professor of mathematics at the Stockholm University, made a trip of several days to one of the Swedish people's universities which "interested her a lot, [and] that visit was what first stimulated her to write an article about people's high schools in Scandinavia, which she later published in one of the Russian monthly editions" [9]. As early as 1891 an abridged version of this text in Polish appeared in "Przeglad Tygodniowy", and a few years after her death, a Polish version of her work on Swedish universities was published in a separate book [10]. Thus, Kovalevskaya "furthered the dissemination of the Grundtvig's idea, which was conducive to the establishing of such institutions in the Kingdom of Poland" [11].

It should be made clear that even though owing to the realities of Polish life, people's universities never became such a popular educational movement as they were in Scandinavia, still throughout the entire 20th century there were at least several institutions of this kind on Polish territory. Some of them were adapted to meet contemporary requirements, are still active at present and have been responsible for true educational achievements in the area of balanced development of their local environments [12]. And it should be emphasized that they have never been uncritical imitations of their Scandinavian prototypes, as every time their founders tried to adjust the already established program organizational principles to the current needs of the environment in which they worked.

The potential of the use of the methodological innovation of these institutions consists to a considerable extent in the global vision of education of an individual. Among special tasks that can be formulated for contemporary people's universities, the following should be mentioned: (a) measures aimed at changing the situation of the social groups or individuals isolated or rejected by the society; (b) stimulation of civil education, local democracy and the idea of public interaction; (c) promotion of the idea of balanced social-economical development of the region, and practical decisions in this area; (d) realization of the tasks in the area of all-round regional education and preserving the local natural and cultural heritage; (e) occupying spare time in a way that is conducive to the development of the individualized needs of the members of the society in which the institution functions [13].

In the perspective of more than a hundred years of history, and also from the analysis of the contemporary discussions on this topic, it follows

that the concept of the people's university will be able to prove its usefulness in the future as well – for example, in relation to educational measures in the sphere of the broadly understood balanced development of diverse environments and dissemination of the idea of lifelong learning.

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CONCEPTUAL AND TARGET GUIDELINES
FOR MANAGING FORMATION OF A GENERAL
EDUCATION SPACE IN THE CIS AND EURASEC
S. P. Polutina

The formation of a common educational space in the Commonwealth of Independent States (hereinafter the CIS) and countries of the Eurasian Economic Community (hereinafter the EurAsEC) is at present objectively necessary for the progressive development of the states belonging to these international associations. A solution to this task, which has high social importance, should primarily be provided by activity coordinated at intergovernmental level between bodies of state and public management of education at all levels. This success is initially conditioned by conceptual-target guidelines which should be scientifically justified and mastered by management personnel of national spheres of education, in order to serve as a guide to their strategic activity in the appropriate area. Below is a list of the general characteristics of the guidelines under discussion.

1. An understanding by management personnel of the national spheres of education of all levels of the nature of the phenomenon of the general education space of the CIS and the EurAsEC, without which it is impossible for them to realize the objective need for its formation today. The general education space under examination can be determined as a component part of the spiritual and cultural space of nations belonging to the CIS and EurAsEC, characterized by: (a) the foundation of its existence and development on the spiritual, historical and cultural commonality of peoples living on the territory of these intergovernmental associations, their aspiration to realize common spiritual, historical and cultural goals of development; (b) the commonality of principles of education policy of these states; (c) coordination of their education standards, educational programs, level of education, normative terms of study, requirements for training and certification of the teacher and scientific pedagogical body; (d) various possibilities and free realization of the rights of all citizens to receive the education they require on the territory of states that are part of the CIS and the EurAsEC.

2. An understanding by management personnel of national spheres of education of all levels of the objective need to form the general education space of nations of the CIS and the EurAsEC. Without this, it is impossible to establish strategic long-term goals of their own work. All management personnel should understand clearly that in conditions of the formation of

the foundations of a market economy, and the democratization of all public processes in the nations of the CIS and the EurAsEC, it is the general education space that provides the greatest opportunities for: (a) realization of rights to general and professional education throughout their lives for citizens living on their territory; (b) development and use of the entire educational potential of states that are part of the CIS and EurAsEC, and satisfaction of demands of citizens of these states for general and professional education at any stage of life for each person in accordance with his professional and life intentions and plans; (c) development by states of the CIS and the EurAsEC at international organizations dealing with problems of education of coordinated positions on any issues discussed, which will make it possible better to take into account the interests of these states in the educational sphere; (d) the formation of citizens as individuals with many-sided development, who are moral in all their actions, professionally trained, socially and professionally mobile, who take responsibility for their own life and the world around them, which in general creates the best conditions for the development of foundations of the market economy in democratic public processes in the states of the CIS and the EurAsEC.

3. The creation among management personnel of national spheres of education of all levels of a clear understanding of the main tasks of professional education on which attention should be concentrated as part of forming a general education space. This involves tasks to provide each nation that is part of the CIS and the EurAsEC with professional workers of all levels: (a) who are sufficient for full provision of existing needs of development of all spheres of the national economy and other spheres of useful public activity; (b) who are active subjects of national and international labor market, and capable; (c) who are capable of working productivity in small and medium business, in the sphere of service, the social sphere and the cultural sphere; (d) who are capable in perspective of becoming representatives of either a small group of the professional elite – professionals of the highest class – or of the large group of workers who are sufficiently trained professionally, and capable of moving from one professional activity to another in market conditions.

4. A clear recognition by management personnel of national spheres of education of all levels of the initial conceptual role of management activity in solving any tasks of both general and professional education. This is contained in comprehensive resource provision of the functioning and development of national system of continuous general and professional

education, and their gradual entry into the common educational space of the CIS and the EurAsEC.

5. The creation among management personnel of national spheres of education at all levels of a clear understanding on the main components of the integration process of national system of continuous general and professional education into the common educational space of the CIS and EurAsEC states, which includes: (a) convergence and coordination of national legislations regulating the establishment of national system of continuous federal and professional education in states of the CIS and EurAsEC, (b) coordination by states which are part of the intergovernmental associations of principles of policy directed towards the establishment of national systems of continuous general and professional education; (c) coordination of these nations by state educational standards, educational programs, length of study, requirements for entry tests in general and professional education of any level; (d) joint search and exchange of experience on the quality of education results achieved in national systems of continuous general and professional education of states of the CIS and EurAsEC; (e) provision by intergovernmental agreement of equivalent documents on general and professional education of any level on the entire territory of the CIS and the EurAsEC; (f) provision by intergovernmental agreement of common requirements for training and certification of pedagogical, scientific pedagogical and engineering pedagogical personnel in national systems of continuous general and professional education on the territory of the CIS and the EurAsEC; (g) joint international scientific research projects in the education sphere on the territory of the CIS and the EurAsEC etc.

LIFELONG LEARNING IN THE CONTEXT
OF BALANCED DEVELOPMENT
R. Gerlach

A broader justification of lifelong learning seems unnecessary. It has been done many times and is still being done in numerous publications, national and international reports as well as during scientific conferences and seminars, emphasizing that a characteristic feature of the contemporary world is its changeability and uncertainty. One can say that nowadays the only sure thing is that nothing is certain. And if this is the case, lifelong learning understood as a process of learning throughout the whole life should be treated not as a privilege but a necessity, and one of the basic tasks of compulsory education is to prepare the youth to learn throughout the period of professional activity and even longer during the, so called, third age. The principle of continuity is commonly considered to be basic in education.

Not going into a wider discussion it should be stated that, in the times when slogans of knowledge-based economy; information, post-industrial, technological, global, network society of knowledge or learning society cease to be the demands and turn out to be a reality accepted by the majority of countries, the lifelong learning becomes a norm.

The problems of lifelong learning have been analysed from different points of view. Here, I would like to address this issue in the context of balanced development strategy.

Lifelong learning as a challenge of the 21st century

The need to learn throughout life is certainly due to the changeability of the surrounding world. This concerns the area of economy but also unprofessional life. R. Pachociński wrote: "The changes which are taking place around us are mostly visible in the form of:

• fast development of information technology - it becomes faster, cheaper, easily accessible, versatile and user-friendly;

• globalization of production (goods and services), finances, markets, expectations especially those who have nothing;

• new challenges concerning the role and sovereignty of countries, strengthening the relations between domestic and international structures;

• wave of innovation and enterprise on the world scale overcoming the traditional barriers of time, borders and even language.[1]

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[1] Ibid, p.7

It seems important to notice that education for all throughout the whole life is one of the essential tasks for governments, the whole of society, the private sector, but most of all for each citizen. It should be a real challenge. Is there any chance to make it so? Or rather as F. Mayor puts it – we will become "witnesses of segmentation of education for everyone throughout the whole life, as a result of which, a minority of chosen ones would have access to *paradise of knowledge*, whereas others *condemned to ignorance* would be destined for the hell of new ghettoes, while a mass of *average people* – to ineffective purgatories."[1]

In order to avoid such situation it is necessary to create a learning society, where every individual will have a possibility not only to access education throughout the whole life but also to choose the institution supporting learning as well as forms, content and course of this process. Thus, legitimate are the statements of I. Wojnar who says: "Education is more and more considered equivalent to a conscious process of self-development, human growth […]. It is no longer true that a person learns only at school […] educational situations are intensified and the process of education, to a greater extent, becomes self-education."[2]

One should also be aware that becoming a learning society, which closely correlates with the slogans of European union concerning the creation of knowledge based economy and society, requires an increase of expenditure on education not only of children and youth but also of adults during the whole period of their professional activity.

Summing up this part of discussion it should be assumed after A. Toffler that people who will have to live in superindustrial societies must learn the skills in three basic fields: education, establishing contacts with other people and making choices.[3] Thus, the role of widely understood education is to create the possibility to acquire such skills.

Balanced development and lifelong learning

Lifelong learning, which, as it has been tried to prove, is necessary for an individual to function in the knowledge based society and economy, should also be regarded as an important element of reaching a balanced development. In a resolution of the Polish Sejm of March 1999 it was emphasised that "the notion of a balanced development means that satisfying the current needs of the society and the needs of future

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[1] F. Mayor, *Przyszłość świata*, Warsaw 2001, p. 34

[2] Cz. Banach, *Wartości w systemie edukacji*, (www.wsp.krakow.pl/konspekt/konspekt7/banach7.html)

[3] A. Toffler, *Szok przyszłości*, Przeźmierowo 2007, p. 357

generations shall be treated equally." It was also stressed that the Strategy of a Balanced Development of Poland "…shall combine, in a harmonious way, the concern for preserving the natural and cultural heritage of the nation with the civilisation and economic progress affecting all groups of the society."[1]

Not going into much detail on the Strategy it is worth noting, among others, that:

• in the activities for a balanced development it is necessary to integrate economic development, social development and ecological development;

• the economic and civilisation development of the present generation must not happen at the expense of destruction of the natural environment and using up of the natural resources;

• a balanced development does not act as a brake on progress but more as its stimulator, it is also a way of life, a form of ethics, which gives a possibility to choose a form of production and consumption;

• a balanced development is not a goal or borderline which we have to reach in a given time, but a process spread over many years or even generations.[2]

Therefore, a question should be asked about the role that lifelong learning can and should play in the process of realisation of the assumptions of a balanced development. The limited framework of this paper does not allow to discuss this issue more deeply. That is why, just indicating the problem, one should refer to only a few rules of a balanced development adopted in the Declaration on the Environment and Development during the Earth Summit in Rio de Janeiro in June 1992. The activities promoting a balanced development recommended in the Polish Strategy, which refers to the above mentioned Declaration, include three dimensions: social, economic and ecological.

The activities in the first of the mentioned dimensions, as far as Poland is concerned, should involve among other things:

• guaranteeing an access to education not only on the primary level and, for the most gifted individuals, on higher levels but also, in the conditions of knowledge based society and economy, to lifelong learning for everyone up to their needs and abilities;

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[1] The strategy of a balanced development of Poland, Ministry of the Environment, Warsaw 1999

[2] Ibid.

• guaranteeing an access to employment by creating workplaces, supporting small and medium-sized enterprises, and also providing access to training and courses improving qualifications or enabling to change them.

As far as the economic dimension is concerned it is worth emphasising the need to improve the level of education of the society and thus, increase its participation in making decisions and bearing responsibility for these decisions as well as promoting activity, enterprise and an increase of efficiency. It is also essential for the state to support scientific research and development of ecological education as well as adjust the programs of teaching new technical and managing personnel towards making the production processes more ecological. The latter issue is connected with another important dimension – ecology.[1]

These are only examples. However, it seems that even indicating them allows to assume that the role of lifelong learning, especially in creating the ecological consciousness of the society, cannot be overestimated.

I mentioned only some issues in which lifelong learning plays a significant role. One has to remember, however, that to realise the assumptions of a balanced development it is necessary to have the awareness of and acceptance for the undertaken tasks among individuals, groups, communities, organisations and countries. One can talk about education for a balanced development, which, by changing the way of thinking, "will enable people to create a safer, healthier and prospering world and at the same time improving the quality of life. Education for a balanced development can shape critical thinking, develop awareness and improve qualifications, thus making it possible to explore new visions and ideas as well as develop new methods and tools of implementation."[2]

The educational activities which enable the realisation of the assumptions of balanced development should concern not only children and youth but also adults. That is why it is justified to claim that education for a balanced development is included in the scope of lifelong learning understood as a process of learning throughout the whole life.

To end this part of discussion it is worth referring to two notions included in the declaration from Rio de Janeiro. The first one, which described a man as a subject of a balanced development and, resulting from it, the right to a healthy and productive life in accordance with nature

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[1] Ibid.
[2] The Strategy of Education for Balanced Development, (adopted At the meeting of high rank representatives of Ministry of the Environment and Ministry of Education – Vilnius, March 2005), Warsaw 2008

and the fifth one, which emphasised the need to prevent poverty. Assuming the subjectivity of every individual it is essential to provide them with unlimited access to education at different stages of their lives. On the other hand, poverty is connected with exclusion and marginalisation, which are perceived as one of the most important social issues of our times that occur within particular countries, regions and the whole world. Thus, it can be acknowledged that education is one of the basic factors in limiting exclusion and marginalisation. However, one should remember that knowledge and skills are not given to anybody once and for all. That is why, the development of lifelong learning allows individuals to stay outside the circle of excluded and marginalised but it also allows anybody within this circle to leave it.

Final reflection

The development of lifelong learning is not only a privilege nowadays but a real necessity. Discussing this lifelong learning from the point of view of a balanced development it has to be emphasised once again that it enables the realisation of the adopted tasks. Referring to the Strategy of Education for a Balanced Development, the dissemination of which has been recommended by the European Economic Committee UN, it is worth noticing the need for an improvement of the primary education, reorientation towards a balanced development, encouraging a systematic, critical and creative thinking as well as reflection both in the local and global contexts, supporting informal education as an important complement of the formal education, treating this education as a lifelong process.[1]

Summing up this discussion one can quote K. Obuchowski who says: "In order to function normally a man has to be knowledgeable about the events taking place in the surrounding world as well as those that may happen. He should be able to recognise, understand and predict them."[2]

Education should turn out to be helpful in this respect, especially education for a balanced development, which, by emphasising the balance of economic and social goals as well as taking into consideration the natural resources, becomes an essential element of lifelong learning.

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[1] Ibid.

[2] K. Obuchowski, *Man, aspirations, sense. Selected thoughts.* Bydgoszcz 2001, p.20

TOWARDS THE ESTABLISHMENT
OF AN ENGINEERING-BASED PEDAGOGICAL SYSTEM
A. K. Oreshkina

The succession of pedagogical systems is an important methodological problem which is consistent with the concept of "succession of the educational process in the continuing education system".

A pedagogical system is regarded as a combination of its components, such as teaching objectives, contents, forms, methods and aids. A type of a pedagogical system defines clear parameters for the implementation of the educational process. This becomes especially actual in the context of development of theoretical and methodological approaches to the development of succession of the educational process within the continuing education system.

The succession of the educational process, which is regarded both as a process and an effect of systematic and consistent mastering of educational programs and as a condition for structuring of the continuing education system, actualizes the development of a methodological system of succession. A methodological system is understood as a combination of multiple components that are interrelated in a certain fashion into the integrated theoretical and methodological support of teacher's and student's activities aiming to achieve the objectives of education. The succession of the educational process involves the development of cognitive activity at a brand new level of its reproduction in the form of educational levels and stages of continuing education of a person. In this connection, the following things become actual: first, the development of a conceptual basis for the succession of educational stages ranging from preschool to adult education; and second, the development of conditions for the succession of the educational programs by educational lines (general, vocational, polytechnic), by organizational and educational structural components (general, vocational, self-education, additional education), as well as by basic components of the educational process (theoretical training, practical training, educational design).

Succession as an evolutionary process involves development, where each subsequent stage of development depends on the previous one, denying and maintaining it. Therefore it is expedient to consider the establishment of a pedagogical system which would define clear parameters for the modern educational process in the context of continuing education.

It is important to note that the conceptual origins of the idea of continuing education are defined in the works by Y.A. Komensky. He believed that "man has no other aim than learning. The only thing to be determined is what abilities he has at each age". Given the fact that an engineering-based system is currently regarded as the preferred type of pedagogical system, let us note that the idea of project activities is also reflected in "Great Didactics": "people should be predominantly taught to gain knowledge by means other than books, that is, to study and cognize objects instead of remembering someone else's observations and explanations only" [5].

From the perspective of the above discussion and in the framework of general theory of pedagogical systems described in the works by P.S. Anokhin, V.P. Bespalko, V.S. Lazarev, V.P. Simonov, L.S. Mikshina, etc., V.P. Bespalko defines pedagogical system as follows: "A pedagogical system is understood as a combination of interrelated aids, methods and processes that are required to create an organized, task-oriented and intentional pedagogical effect on development of a personality with the given qualities" [2]. A pedagogical system is a very stable and robust combination of components. The structure of any pedagogical system (be it Antique or Medieval, bourgeois or socialistic) represents an interrelated combination of the following components: students, objectives of upbringing and education (general and specific), scope (of upbringing and education), processes, teachers and organizational forms [2]. M.M. Zinovkina defines pedagogical system as "a combination of interrelated elements organized in space and time, which are necessary and sufficient to fulfill the required functions" [3]. The development of the Russian education system aims to adapt it to the peculiarities of the transition to the postindustrial stage of society development, the world experience in the development of education systems, and dynamic educational needs of a personality. Consequently, and taking into account the fact that a type of a pedagogical system is conditioned by the historical type of culture, what becomes a priority is the development of an engineering-based pedagogical system encompassing different stages of education (from preschool to adult education), which would meet the needs of the key form of organizing human activities in the conditions of postindustrial stage of society development.

An engineering-based type of organizational culture existed concurrently with the historical types of culture, conditioning the forms of organizing human activities, such as: traditional, handicraft corporate, professional (or scientific). At present, the engineering-based type

corresponds to the method of organizing human activities in the conditions of transition to the postindustrial stage of society development.

Solving the methodological problem of succession of the educational process in the continuing education system involves a differentiated approach to the review and adjustment of the pedagogical system's functions (man, society, state), as an ability of the system to exhibit its properties under certain conditions and transform the target of influence in line with its objectives. From this perspective, an engineering-based pedagogical system is created in accordance with the functions of continuing education and defined by the importance of providing succession of the educational process from preschool to adult education and active interaction between the components of the educational subsystems: a structural level component (vertical and horizontal integration of subsystems) and a socially institutionalized component (network-based integration of the social substructures that have educational potential, such as museums, libraries, etc.).

Worth mentioning among the main features of the engineering-based pedagogical system are: (a) functionality (the system is created in order to define tasks and goals and perform useful functions); (b) structural nature (the system represents a combination of interrelated elements); (c) organization (the elements of the system are interrelated in the framework of succession in space and time taking into account the potential of structural and by-level and socially institutionalized organization of the educational subsystems along all lines of education: general, vocational, polytechnic education or core competencies); (d) systemic properties, which means that each system in general has a specific quality, which is not equal to a simple sum of its component elements.

An engineering-based pedagogical system is created by all system components, such as objectives, contents, actors and aids. This is consistent with a change in or improvement of the forms of the existing practice of designing educational programs. The type of pedagogical system in question determines that activities will be organized by an engineering-based method from the perspective of: (a) "supra-situationality" (V.A. Petrovsky), as a need for independent obtaining of knowledge, which is implemented in the logic of scientific search, theoretical and experimental validation, introspection and adjustment of the obtained result. This need is continuously generated in the course of the educational process; (b) a capability of a personality to organize his own activities, that is, to arrange them into a system of methods of obtaining information, as well as to use,

select, structure, analyze and generalize it; (c) a capability to process information creatively from the perspective of an objective of the design, aiming to solve the specific tasks of educational activity; (d) development of sustainable motivation for self-education and self-guided work, which manifests itself in the ability to test the results of educational activity in practice and new educational situations.

From the perspective of the general scientific principle of consistency (which says that the creation of new theoretical knowledge does not happen by direct replacement of old theories with new ones), the application of the engineering-based pedagogical systems in practice is not in conflict with the possibility of their co-existence with other types of pedagogical systems.

Implementation of the scientific concept of continuing education, which reflects a new essence of learning (not teaching), different forms of self-education, additional education and learning aids, as well as understanding of the need for proper organization of educational activity and integration of the forms of education are reflected in the federal documents (the Program for Education Development Until 2025; the "Education" National Project; the program titled The Scientific, Academic and Teaching Staff in Innovative Russia for the Period of 2009–2013).

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PROBLEMS OF CONTINUOUS PROFESSIONAL TRAINING OF PERSONEL DURING GLOBALIZATION AND THE ECONOMIC CRISIS

A. E. Suleymankadieva

Significant changes have taken place in the development of Russia's economy recently, which are characterized by the following tendencies that we will briefly describe below.

1) an expansion of the borders of markets. A manufacturing firm encounters goods on its local market which were manufactured in a different country. This phenomenon leads to increased competition. The participation of an organization on a local market is no longer a guarantee of stability.

2) the lifecycle of goods is reduced. On a competitive market, an organization can hold its position by: (a) constantly offering new goods and services and (b) reducing costs on the existing list of goods and services.

3) complicated organization of business processes, which leads to an increase and intensification of specialization. The result of activity of a specific manufacturing chain is a range of partial or individual operations. At present, major organizations outsource these operations, allowing them to economize on their own management expenses.

4) entrepreneurial initiative. A rise in the dynamic and instability of markets make entrepreneurial initiative an increasingly significant factor. The more developed the entrepreneurial culture is, the higher is the readiness to take risks and show initiative.

5) globalization of the economy. It must be noted that there is a difference between the process of internationalization and the process of globalization. Internationalization means the development of export and import, and national manufactures of one country entering the domestic market of another country. But manufacture still remains primarily national. In globalization, there is a fragmentation of the entire technological cycle into individual stages, which are distributed between separate, legally independent organizations that are located in different countries. To ensure the precise functioning of these technological chains, coordinat8(ons,)] TJ -0.141 Tw cac2(nd

apply not only to manufacturing technologies, but also planning and design; (c) the segregation and increased significance of general organization and management functions. There is intense specialization of these functions. Along with general functions of planning and coordination of manufacturing activity, the functions of marketing, branding, management of financial flows etc. arise. All this requires specific "market knowledge", which makes it possible to turn "common knowledge" not only into a good, but a factor of manufacture on the global market. With the help of ICT, knowledge that is produced in the scientific and education sphere, and also in the sector of intellectual services, enters traditional industries, and drastically raises their effectiveness.

6) the significant supply of "common knowledge", and the lack of "market knowledge" of the highly-qualified and relatively cheap workforce. In at atmosphere of increasing technological inferiority, new manufacture technologies come into being. However, there are few examples of introducing modern organizational, management and marketing technologies. The demand for special "market knowledge" is often not realized because of a weak competitive environment and a lack of sufficient stimuli to development. The deficit of "market knowledge" is linked with the severe collapse of manufacture of consumer goods in the 1990s, when national manufacturers were not even able to ensure a supply of products on the domestic market. This economic crisis led to the development of "shuttle trade", which not only aided the swift saturation of the consumer market, but served as a kind of school for Russian "shuttle traders".

7) the "crisis of trust" in the state and business partners. This can be explained by the difficult history of relations between business and the state in Russia, as the state has traditionally crushed private initiative. So entrepreneurial activity mainly manifested itself not in legal business, but in inventing ways to avoid state control. Furthermore, an organization that is not certain whether an employee who underwent re-training at the organization's expense will continue to work there in future does not wish to invest in training and re-training of personnel. It hires new employees with a higher level of education and qualifications.

8) the lack of demand for personnel with a high professional level of education during the present financial crisis, which has "paralyzed" the system of financial and economic institutions, and which has led to mass cutbacks of staff employed in these spheres of activity. At present, the following situation can be seen: (a) lack of personnel with

technical education, and above all personnel of specialized fields of work; (b) the formation of an entire "army" of unemployed people with high professional level of knowledge in fields that are not relevant in the present economic conditions. An imbalance has been created in the system of "building up professional knowledge".

Therefore, a well-thought-out economic mechanism for organizing the system of professional training of production personnel is required on the basis of: (a) optimal combination of different forms of training for new employees, re-training and teaching workers a second profession; (b) raising the qualification and level of knowledge of workers and specialists, taking into account the dynamic changes in the economy, technology and production organization, in close connection with their individual professional qualification advancement. Some people believe that in selecting a special field and re-training on a new special field, young people should focus on studying a field that is "unfashionable" at present, as this field will be relevant and in demand in 3-5 years; (c) organizing high-quality training and re-training of personnel in new and competitive fields in future; (d) constant adaptation of the workforce to changing conditions throughout their entire active working life, as part of both formal and informal education.

PEDAGOGY AS THE SCIENCE OF EDUCATION
O. B. Khovov

The historiographical analysis of the changes in the views on pedagogical reality set forth below shows that pedagogy is the science of education, rather than the science of upbringing as it is most commonly interpreted by Russian encyclopedias.

The question of the genuine role of upbringing arose in the course of an investigation of the antiquity period when it became necessary to find out what the Romans themselves thought about education and upbringing in that period [1]. A well-known dictionary of Latin phrases by V.P. Somov contains about one thousand entries, of which none has any references to the term "upbringing", while about a dozen of the dictionary entries use the terms "to teach" and "to learn". A short dictionary of Latin words and phrases by V. Kupriyanova and N. Umnova (1996) does not contain a single expression using the word "upbringing" either. This "odd thing" made us explore an earlier period of antiquity – the Ancient Greek period.

Over almost 500 years (from the 9th through the 4th century B.C.), Homer's works were the only "teacher's guide". The researchers have long established that the characters of his works acted as role models, demonstrating qualities that could be developed in three areas of pedagogy: the development of physical capabilities, sensual development and moral improvement.

In the 4th century B.C., when the philosophical issues began to be discussed rather widely, the component of sensual development was extended to intellectual development. Since then, for 2,500 years, Europe has understood education, first of all, as a set of general goals of physical, intellectual and moral development. This is confirmed by the definition of the term "education" in d'Alembert's Encyclopedia (1782) and modern encyclopedias published in France, Germany and the UK. For example, the German philosophical encyclopedia defines education as "the development of physical, practical, intellectual abilities and moral qualities of man, which contributes to the development of his individuality" [2]. The famous French encyclopedia, Larousse (1984) gives the following definition of the term "pedagogy": Pedagogie n. f. (gr. paidagogia) Science de L'education – Pedagogy is the science of education. However, the interpretation of pedagogy in Europe is not that straightforward. Director of the National Institute of Pedagogical Research (France) F. Best wrote [3]: "Pedagogy … is both the science and art of upbringing. But since you have to choose

one of the two, for it is not common for French that one and the same word denotes both an art and a science, I would simply define pedagogy as the science of upbringing. Why a science, not an art? Because…the essence of pedagogy manifests itself in the applied techniques to a much lesser extent than in the theoretical justifications of searching for, evaluating and coordinating them". As soon as this definition by Henry Marion appeared in the famous Pedagogical Dictionary (Dictionnaire de pedagogic) edited by Ferdinand Buisson (1887), the meanings of the terms and concepts which form the domain of pedagogy or, to be more precise, that of pedagogical sciences (if this remark is relevant here), changed. Consulting the entries for the terms "pedagogy" or "upbringing" in the encyclopedias, dictionaries or glossaries is not helpful in eliminating the confusion and ambiguity associated with the use of the term "pedagogy"... "Pedagogue is a slave who leads children to school or a grown-up who "leads" a child on the way of cognition and moving into adulthood based on his reflections on the nature of childhood and knowledge accumulated by mankind …". (It should be noted that the meaning of the article by F. Best is distorted due to the incorrect translation of the term "education" into Russian. Therefore, the word "upbringing" should in all cases be read as "education".)

In the above quotation, the term "pedagogy" is related to leading a boy to school, which was done by a slave. This legend was transferred to Russian pedagogical literature. The modern legend attributes the slave with the function of a tutor. Was that possible at that time? How could a slave preach morality or dignity, if he himself was a thing designed to perform heavy, often dirty labor known as 'work'? An answer can be found in the interpretation of another ancient Greek term "encyclopedia".

The philosophical encyclopedia provides the following explanations: "Encyclopedia (from Greek *enkyklios*: circle and *paideia*: education) is the level of education or the amount of knowledge which the ancient Greek young men who were born free had to master before proceeding to training in a particular occupation or beginning their activities in life…" [4]. By exploring the ancient Greek meaning of the term "encyclopedia" we have discovered a few contradictions. On the one hand, there is a slave (a legendary tutor), but he could not have had a moral right, place and time for upbringing children. On the other hand, there is an object of activity, that is, education, but there is no entity that would provide education. A discussion with a representative of the Consulate of the Republic of Greece Dmitriy Yaloma, who deals with the problems of culture, has shown that

"encyclopedia" was regarded not as an abstract scope of knowledge, but rather as a scroll that was unrolled during the learning sessions. More importantly, we have discovered that "paid" is the root of the Greek words standing for "child" and "education", which are pronounced as "pavi" and "pavia", respectively. According to Mr. Yaloma, there is an etymological interpretation of the term "pedagogue", in which "to lead by the hand" (guide) means "to lead over the world, showing what is around us", rather than "to lead to school". Some specialists believe that it is more about education than upbringing. Therefore, taking into account the meaning of the ancient Greek term "encyclopedia" and Mr. Yaloma's comments, it becomes clear that the term "pedagogue" can be interpreted as "a leader of education", who transfers knowledge, thereby contributing to the improvement of the moral quality of a student. This explains the above discussed "odd things" and contradictions. The legend about a tutor slave is rendered completely irrelevant. A real agent of education, as a subject of activity, is a pedagogue (teacher) or an "educator" as he was referred to in Ancient Rome. This helps to build realistic and logical relations, which enable us to naturally consider education as the subject of pedagogy.

In Russia of the late 18th century, the term "upbringing" reflected its main function, that is, learning social and moral norms and values [5]. The book by G. Gellert describes the attitude of a young man to classes, friends, money, teachers and women. Here we come across one of the first interpretations of these relations that reflect the issues of morality, that is, fine manners. Over time, upbringing became a generalizing concept which encompassed the issues related to teaching [6]. For example, the title of J. J. Rousseau's book "Emile, OU DE LEDUCATION" (Emile, or On Education) was translated from French as "Emile, or On Upbringing". In the 1820s, Russian social life was reoriented towards the German and British models.

In the second half of the 19th century, the concept of upbringing in Russia acquired a status of the subject of pedagogy. What components were included in this concept? L. N. Modzalevsky writes that before the emergence of pedagogy, scientists in other fields "deemed it their duty to consider different questions of physical, intellectual and moral upbringing" [7, p. 5]. "The more people improve themselves from the pedagogical perspective, the more independent becomes their learning as a special aspect of upbringing, and the more upbringing relies on learning, that is, the development of consciousness and independence..." [7, p. 2]. During the same period, the entry for the term "Obrazhat" in V.I. Dahl's dictionary

provided an interpretation of the term "educated man". "Educated man, the one who has education, general information and knowledge. Educated, academically developed; well-mannered, polite in company, aware of social customs; first, intellectual education; second, external education" [8]. This created parallelism between the objectives of "Russian" upbringing and "West-European" education.

Capitalism brought a new model of attitude to labor, social responsibility and an opportunity to get involved in politics. This led to the increased attention of the Russian education system to the questions of upbringing, which became a universal pedagogical category. After the 1917 revolution, a need arose to develop a new attitude to socialistic labor, socialistic property, the new socialistic structure of the economy and lifestyle. High dynamics of the social transformations in Russia continuously required to make the resolution of the problems of upbringing a priority. In the Soviet period, the concept of upbringing acquired multiple meanings.

The Law of the Russian Federation "On Education" (1992) has drastically changed the relations between the key categories of learning, education and upbringing. According to this Law, education is understood as a task-oriented process of upbringing and teaching [9]. However, development still remains an "educational component" of teaching. Nevertheless, the new understanding of the object of pedagogy is hardly helpful in overcoming the strong misconception that the object of pedagogy is upbringing. Academician of the Russian Academy of Education (RAO) V.V. Kraevsky took a rather definite position in this regard. He wrote: "… it would not be a mistake to say that the object of pedagogy is education" [10, p. 44].

If "education … is understood as a process …" [9], then how are the components of this process – upbringing and teaching – connected with each other? Let us remind that as early as in the 1920s – 1930s, psychologists regarded learning and development as one-level categories. They tried to solve the problem of consistency in the "learning – development" pair by way of experiments. L.V. Vygotsky has convincingly proven that learning precedes development, and not the other way round (as, for instance, J. Piaget believed). It was psychologists who identified the three-stage cycles of socio-psychological development of a personality (L.S. Vygotsky, A.V. Petrovsky, R. Sternberg, etc.). Until recently, there have been different opinions among educationists as to which of the components in the "upbringing – development" pair comes first. Having abandoned the dialectical pairs, we (similarly to psychologists) come to the

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three-component structure of the educational process [1]. Since personal development begins with learning and then proceeds to development, the educational process should follow the same pattern. Its structure represents a sequence of the processes of learning, development and upbringing, where each of these one-level components bears the "impresses" of the other two.

The one-level components of education (learning, developing abilities and upbringing) represent the pedagogically organized and consistent processes of transferring modern cultural values. In the framework of these processes, learners consistently gain knowledge, develop abilities, master skills, learn social norms and moral values. The unity of pedagogical activity and students' activity manifests itself in their common essential function: establish links, structure and systematize. This helps to reveal a deeper connection between these components than the one known previously.

The arguments set forth above enable us to state that the object of pedagogy is education regarded as the process of teaching, developing and upbringing. In our opinion, it is necessary to make an important amendment to the Law of the Russian Federation "On Education" to reflect the understanding of education as the process of teaching, developing and upbringing, which will contribute to improving the efficiency of the educational activities.

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FROM THE HISTORY OF REFORMS
OF "GYMNASIUM" EDUCATION
L. P. Kochneva

This article presents a retrospective analysis of reforms of "gymnasium" secondary education, with an accent on the contents of education, stressing its relevance in our times and singling out the stages of its reform.

Interest in the pre-revolutionary experience of secondary education is high today, as the secondary school in previous centuries solved the same problems that concern education institutions today: the content and methods of study, methodological and staff provision, and management of the education process. In the middle ages, the word "gymnasium" was used to indicate special secondary schools which prepared pupils to enroll in university.

At the end of the 16th century, at high schools in Germany modern languages and natural science was introduced: teaching began to be conducted in the national language, although classical languages were studied thoroughly. This pedagogical direction was called realistic, which led to the subsequent appearance of real high schools and real academies. In the 19th century, high school education was realized at the classical high school, where Latin and Greek were studied, and at the real academy, where ancient languages were not taught. A comparison of the curricula of high schools of that time shows that ancient languages occupied about 70% of the total system of teaching.

The history of high schools in Russia draws its beginning from the German school opened in 1701 at the German settlement. The program included, besides ancient and modern languages, philosophy, politics, rhetoric, arithmetic and geography. The break in high school education took part in 1726, when at the Academy of Sciences a high school was opened that was called academic. The main task of the high school was preparing students for military and civil service. The main subjects at the high school were Latin, Greek, German and French, rhetoric, logic, history and arithmetic. From 1747, the subjects began to be taught in Russian. In 1758, M.V. Lomonosov founded a boarding school for 40 people at the high school and a section for young pupils. In the 1770s, lessons for the senior classes began to be given in Latin and German, and the foundations of mathematics and the natural sciences were studied. On Lomonosov's initiative, at the Moscow University in 1755, a second high school was

founded, which was called a university. The goal of the high school was to prepare students to attend lectures at university. It consisted of two sections – for the nobility, and intellectuals not belonging to the gentry. However, study was carried out according to the same scheme. In 1758, a third high school was opened, called the Kazan high school. Oriental languages were taught there: Tatar and Kalmyk, taking into account the local conditions and the location of the school.

At the beginning of the 19th century, study districts were introduced in Russia, and high schools began to open everywhere. The goal of the high school was to prepare pupils to enroll in universities, and also give young people information that was necessary for a well-bred person. Study lasted for four years, with the following subjects: mathematics, history, geography, statistics, philosophy, fine arts, political economy, natural history, technology, commercial sciences, Latin, French, German, drawing. During the reform of 1811, the following changes were made to the curriculum: theology was introduced, as well as the national language (Russian), and logic: political economy, mythology, commercial sciences, aesthetics and philosophy were excluded. The main goal of the high school was to prepare pupils to enroll in university. In 1819, a common curriculum was introduced for all high schools in Russia, and study lasted seven years.

The next stage of development of the high school was connected with reform which corresponded to the thesis: 'If the entire people learned to read and write, or an excessive number of them, this would do more harm than good". In 1825, political sciences were excluded; the number of lessons of rhetoric and poetry were reduced; teachers were forbidden to choose topics for essays; all subjects were taught in Russian. The New Charter proclaimed such goals as preparation for enrolling in universities, with emphasis on general upbringing and education. The main subjects were ancient languages and mathematics. Geography, history, Russian, physics, German and French were also taught. In 1837, a system of trials for moving from class to class and on graduating from the high school was introduced. A diploma was introduced – a document issued after graduating from the high school. In 1846 a five-point system for evaluating progress, behavior and diligence was introduced. In 1849, with the aim of bringing high school education closer to real life, emphasis was placed on general and special education, so from the fourth year, all the students were divided into two streams: the law and Latin departments.

Under the influence of society, in 1864 a new Charter was introduced, and high schools began to be divided into classical and real, with the

former divided in their turn into study with one ancient language or two ancient languages. Among subjects introduced were gymnastics and singing, and the study of law was stopped; literary talks and performances were allowed; and Sunday schools were opened at high schools. The charter introduced in 1871 only recognized classical high schools with two ancient languages. Study continued for eight years (the seventh class lasted two years). According to the new charter, primary importance was given to studying ancient languages; natural history was excluded; cosmography was replaced by mathematical geography; there was a reduction in the number of hours for calligraphy, drawing, sketching, history and theology. Logic was introduced once more. In 1887, real high schools were renamed real academies, where instruction was carried out in two areas: fundamental and commercial.

The reform of 1905 took into account the shortcomings of secondary education, which was characterized by the detachment of the family from the school, lack of attention to the personal abilities of pupils, excessive mental work by pupils, uncoordinated curricula, poor teaching of Russian, Russian history and literature etc. The existing system of teaching was reviewed: teaching of Latin in the first two classes was abolished, and Greek was abolished in the third and fourth classes (it became a non-compulsory subject); the only textbooks allowed were those approved by the Scholarly Committee of the Ministry; exams were held in oral and written form; after the graduation exam a certificate of maturity was issued.

From the 1980s, a process of self-reorganization of the mass school into new educational institutions took place in the development of education. According to the results of an analysis held as part of the Russian Humanitarian Scientific Fund project, it can be said that in Russia different types of study institutions of high level have appeared – lyceums, high schools etc. Today the "gymnasium", as one of the forms of in-depth secondary education, works with programs of high complexity and gives pupils an all-round education.

It can be said that the entire history of the reformation of "gymnasium" education shows: gymnasiums arose in the state in a period of social changes in society. The main characteristic of the Russian gymnasium was always been its adherence to the state, precisely following and obeying its laws.

FOLK HIGH SCHOOL AS A LEVEL OF LIFE-LONG EDUCATION SYSTEM FOR PRERETIREMENT PERSONS
O. V. Gordina

The experience of several Russian regions and Scandinavian countries demonstrates that developing the network of affordable nonformal adult education is an important part of life-long education system. It contributes to person self-actualization, allaying social tension, optimizing the cultural framework. Russian experience designates the more effective way of adult education system to be the network project headed by the University as a scientific, management and methodological core. An educational model to rely on in the process of establishing this network project, is Folk High School (FSH). An idea of integrating nonformal and formal education underlays FHS foundation.

The experience of FHS "House of Europe in Saint-Petersburg" (founded in 1998) is worth a detailed considering. The School pretends to be a successor of the first folk school in Russia established in Saint-Petersburg in the XIX century (according to one version, there was founded the earliest Russian folk school). Being a prominent leader within this public educational movement, FHS of Saint-Petersburg initiates and supports setting up folk high schools in different regions of Russian and near abroad. In 2005 the schools were united into an association "Learning Region". The primary target group of existing FHS is pensioners and preretirement persons.

Among the followers of S.-Petersburg FHS there is Altay FHS established at Altay State University in 2006. Set up at University the school for adult people preserving independence fit in university life-long education system. In such a situation University resources are FHS' s potential. It effected the educational space of FHS. There have been made up conditions for both listeners and honorary teachers to have the opportunity of self-realization. Moreover, the listeners of FHS often form amateur associations and clubs. Thus long-aged experience and potential of adult people turned to be call-for. And this is one more crucial moment supporting the FHS to consolidate its position within University educational space. Folk High School is a place for masters and post-graduators to practice. Intergeneration connections of FHS' educational system break out young people stereotypes of adult people to be constantly complaining and passive. Otherwise, adult listeners of FHS change their perceptions of a young generation to be aggressive and reading too little. Successful experience of Altay FHS resulted in establishing its branch at Lyceum in

Mikhaylovskoe settlement in 2006. The branch appeared to be a center for nonformal education (Mikhaylovskoe is situated in 450 km from Barnaul).

One more FHS was instituted at Irkutsk State Pedagogical University in February, 2009. It is the youngest FHS in Russia. Its trait is that it was made up as a network project, taking into account the experience of Altay colleagues. Forming the network of Pedagogical University representatives, NGO and educational bodies located in Irkutsk region precedes opening the FHS on the territory of Eastern Siberia. This is considered to be a distinctive mark. The consolidating event was UNESCO's action "Week of Adult Education in Russia" realized by an initiative group in Irkutsk in 2007. The collaborator in implementing the action was "House of Europe in Saint-Petersburg". Nowadays FHS in Irkutsk meets with approval among community, Law-making body of Irkutsk region and different amateur unions. Community and authority percept this project to be antidepressant especially under crisis. And it is what the project is aimed at. Inflow of listeners has not stopped. The majority of people are persons born in 40-50s.

Thus, within social and pedagogical experience there have been four models of FHS to determine. The first model is FHS acting at NGO and based on public resources. The second one functions as a University subsidiary able to open own branches at University's ones. The third is an element of educational system consisting of Lyceum, University branch, FHS within a small settlement. The forth is a network project of branches located in the city and rural area. It is based on broad popular support and local governing structure. All the listed models are viable and sufficient to decide educational tasks.

Why does this experience, however, continue to be point and rare? While the benefit for community at low costs is evident. Conversations with founders and listeners let us reveal some problems to hinder or halt the activity. Among those there could be listed a limited sphere of veteran organizations and public employment service activity. Such organizations are oriented to satisfying day-to-day problems while not taking the needs of adult persons in their development into consideration. In general it is ignoring the problem concerning decent personal development of preretirement people, as a result, legal and finance uncertainty over nonformal adult education. That causes organizational obstacles in FHS activity. Nevertheless, these schools survive and continue developing as they are extremely called-for by their target group.

CONTINUOUS FORMATION AS THE SUBJECT AND OBJECT OF INNOVATIVE ACTIVITY, AN ESTIMATION OF EFFICIENCY AND QUALITY OF CONTINUOUS FORMATION

FEATURES OF INNOVATIVE ACTIVITY
OF UNIVERSITIES OF DIFFERENT TYPES
V. N. Skvortsov

The majority of Russian universities determine their strategy as innovative. They recognize the target priority of active self-development, transformation of themselves into common scientific, educational, innovative and informational complexes which are capable of carrying out innovations. Universities, which act as a kind of group of educational and scientific research centers, are effective but local structures, weakly incorporated into the innovative system of the state. At the same time, the task which the Russian economy faces in years to come, including towards the university community, is to create a common state innovative system. And the first demand it must respond to is its systematic integrity.

It was this side of the national innovative system that Russian President Dmitry Medvedev mentioned when he spoke on 18 April 2008 at Dubna at a meeting of the Presidium of the State Council of Russia. In his speech he stressed that in the country the main elements of the Russian innovative system have already been created and are functioning, but instruments of supporting innovations are weakly connected, and individual cycles of innovative production are separate and badly linked to each other. He went on to say: … "…we...are forced to state openly that today they are essentially not a system. Although we may use this term "innovative system", it is essentially not yet a system: it is a selection of close but so far not sufficiently heterogeneous elements… As a result both the scale and the return from innovative activity so far remain very low". To confirm this, Medvedev gave figures: "…the percentage of industrial enterprises carrying out development and introduction of technological innovations does not exceed… 10%. And the percentage of innovative production in the total volume of production of industrial manufacture is just 5.5%... It is clear that decisions must be found which make it possible to ensure a mass, serial creation of innovations, so that the percentage of enterprises carrying out technical innovations grows to 40-50%, and the percentage of innovative production in the total volume of industrial production grows to 20-25%. At

the same time, internal expenses on research and development should grow from 1% of GDP today to 3% of GDP, including by increasing expenditure of the private budget on science". Medvedev continued: "I stress that these are absolutely realistic guidelines, which the national innovative system should reach by 2020". In this speech by the president, the temporal and qualitative parameters for realizing the goal of the national innovative system are given. The social and economic policy of the state will be focused on carrying this out over the next decade.

There are numerous classifications of innovations, at the basis of which different criteria are placed. We use the classification of innovations presented in the monograph "Entrepreneurial universities in the innovative economy". According to this, all types of innovations at university are divided into the following groups: (a) economic innovations in the sphere of goods and services; (b) technological innovations in the sphere of production or servicing; (c) organizational innovations connected with a change in the general organizational structure of an organization and its subdivisions; (d) management innovations affecting the psychology and behavior of employees of the organization[1]. The authors of the classification link economic innovations with goods produced by the university. Universities offer goods and services of their activity on different markets, so economic innovations are realized in different forms of activity – education, scientific research and service.

However, despite the similarity of the general direction of development, there is a significant diversity of innovative strategies. In many ways, this is because it depends on whether the university is classical or technical. We will try to discover the differences of the innovative policy of classical and technical universities, making a comparison within the framework of such economic innovations as products of scientific activity and educational services.

One of the most important factors in choosing an option of innovative strategy is the predominance of connections with fundamental or applied science. As we know, classical universities are the producers, keepers and distributors primarily of fundamental knowledge, which does not rule out an organic approach of studies on applied aspects of a certain general question.

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[1] Предпринимательские университеты в инновационной экономике / под общей ред. профессора Ю.Б. Рубина. М.: ООО «Маркет ДС Корпорейшн", 2005. С. 102.

Departments of technical universities mainly carry out applied studies. Innovations at technical universities are most closely linked with specific directions of scientific technical progress. Specialists that carry out special studies note that projects of technical universities have a more clearly expressed applied character: modifications of existing goods, projects of automation of various technological processes, individual forms of equipment and devices. Classical universities propose fundamentally new technologies and materials. However, in general the activity of classical universities in innovative activity of regions is lower than at technical universities. For example, the latter began to create technology parks in the early 1990s, while many classical universities have yet to acquire an equivalent innovative infrastructure of their own. Innovative projects of technical universities find it easy to receive financing not only from business, but from their own funds. An analysis of the work of universities in the field of innovative activity at the expense of funds from the Fund for assisting development of innovative activity of the university (conducted in 2002) showed that 73.6% of supported innovative projects went to technical universities, 16.5% to classical universities, and 9.9% to other universities.[1]

Another important factor in selecting a strategy is the "amplitude" of the interdisciplinary approach. The complex of scientific disciplines of the classical university allows any problem of public development to be examined in a natural scientific, sociological and humanitarian aspect. Of course, the thoroughness of studies is not realized completely, but nevertheless, at the initial, conceptual stage of the innovative process, when the public requirements in innovations of different kinds are outlined and the direction of scientific studies is determined, classical universities interpret the very idea of public demands in a rather global sense. They also try to examine consequences of introducing innovations based on criteria of socio-economic effectiveness on the basis of an interdisciplinary approach to rather broad time frames. Thus, their inclination towards fundamental topics, to discoveries on which numerous innovations of a more private nature can subsequently be based, receive additional stimulus thanks to the methodological base. However, this creates additional difficulties for classical universities in receiving funding for fundamental studies, which in the majority of cases cannot be commercialized.

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[1] Чванова М.С. Роль классического университета в развитии инновационной экономики региона socio.tamb.ru/12.htm

At technical universities, as was already noted, innovative management is more successful in issues of creating infrastructure that bring profits. They are more frequently able to put all three types of economic innovations "on sale", so they find themselves more frequently in the group of "three-product universities" (see table).

<div align="right">Table</div>

Typology of universities by complexity of innovations produced

Types of activity carried out by university	One-product university	Two-product university	Three-product university
Educational activity	+	+	+
Scientific research activity		+	+
Service activity			+

An innovative university of an entrepreneurial type, which has been discussed so much in recent years, is a three-product university, because it works successfully on three markets:

(a) on the market of educational services its success is based on the ability to update study both in contents (new directions, specialties) and in the form and timeframes of study);

(b) on the market of products of scientific technical activity its success is based on the rather high quality and demand of scientific developments (including high-technology production);

(c) on the market of services the university primarily acts as the supplier of services that are highly valued by the clients, connected with the introduction of innovations of various time (developed at the university) in the sphere of manufacture – information, expert consulting services, testing services, and also certification and standardization of innovations.

The tool of commercialization of scientific developments of entrepreneurial universities is served, as we know, by the above-mentioned technology parks, which include problem, research and testing laboratories, enterprises of high-technology business, training scientific production centers, incubators of small business, design bureaus, IT structures etc. Technology parks also include innovative structures of regional significance such as centers for development of innovative activity, centers of transfer of technology, patent services, information and analytical departments etc.

Training specialists to manage innovative activity is carried out by technical universities also through these structures, opening special schools at technology parks offering courses for learning skills for solving a complex of tasks to create, protect and commercialize high technology products. The term "practically oriented" at technical universities is not only applied to scientific research, but to study courses and even to teachers capable of teaching these courses.

There are differences between classical and technical universities also in the field of educational innovations. Educational innovative activity is nothing less than work on diversifying educational and scientific products. It is realized in the form of new faculties, new specialties and directions of training young people. Here there is a specific problem – in forming the structure of specialties and contents of study programs, one must take into account and coordinate the prospective (connected with forecast tendencies of the innovative development of society) and current (reflecting the difficulties of transition to this development) requirements of the labor market.

Classical universities differ by the enormous diversity of study disciplines and educational programs. At the same time, they position themselves as educational establishments whose graduates stand out by their broad outlook, ability to go beyond the limits of the current problems of an individual narrow industry, to make a systematic analysis of relevant social problems, and take a strategic approach to the future. In accordance with this, classical universities aim to improve the pedagogical process on the basis of active use of innovative approaches and information technology, subordinating them to the task of harmonious development of the personality, combining historical memory and sensitivity to everything new. This is the "classical" image of a representative of the spiritual elite. So it is not surprising that in forming a mission of classical universities, there is frequent mention of the task of training an elite, i.e. high-class specialists oriented towards leadership in their field.

The majority of technical universities quite consistently determine their innovative specifics of the contents of their education services as training personnel for priority industrial clusters. They determine the role of their graduates in the innovative economy as follows: generation of new knowledge, its preservation and dissemination, creation and transfer of new technologies and production. This is a narrower, subject determined and accordingly more structured task than the one that is faced by classical universities. Some technical universities also position themselves on the

market of educational services as the possessors of a system for training elite specialists. At the same time, the elite nature is determined with "technocratic" precision of criteria. Thus, an according program at the Tomsk Polytechnic University includes intense language training of students, international public and professional accreditation of education programs, interaction in the education process with leading scientific research and study centers in the given field.

At the same time, we would note that in both classical and technical universities, innovation in the sphere of educational services takes part in the course of improving the system of continuous education. To the degree that educational programs reflect the material and spiritual production of innovation introduced in different spheres, these new directions will prove necessary to working specialists. So educational innovative activity is also realized in expanding the supply of different forms of professional training, and advanced training of adults. Thus, innovative actualization of university education programs is the renewal and enrichment of the contents of continuous education.

In conclusion, we would note that the scheme for realizing the possibilities of universities of different kinds that have not yet been fully realized is in many ways linked to the fact that the dissimilarity of their role in the national model of innovative development needs to be more fully taken into account. Innovative development of the country cannot be carried out at stable rates if the harmony of fundamental and applied studies is not ensured, which are also carried out by universities. Universities of different kinds, relying on their scientific potential, should become an organic part of innovative systems, taking into account the specifics of their scientific and educational activity. In its turn, this will make it possible to strengthen their role also as the main link of regional systems of continuous education, one of the most important functions of which is staffing support for the innovative economy.

**A THEORETICAL BASIS FOR DEVELOPING
THE QUALITY MANAGEMENT MODELS
T. Y. Lomakina**

The development of an education quality model relies on two approaches. The *first* (traditional) approach is based on the State System of Certification and Accreditation of Education Institutions and the State System of Teachers and Students Evaluation. It is implemented by the specialized certification divisions and commissions of the Ministry of Education and Science of the Russian Federation, regional education management authorities and education institutions. This model exists and works almost everywhere these days. The *second* (innovative) approach is oriented towards the integration into the European education space and relies on the implementation of the quality assurance standards specified by the ISO 9000 family of international standards and the international "quality model" developed by the European Foundation for Quality Management (EFQM).

There are three models of education quality management, which are based on the following methods and approaches: (a) the assessment method or SWOT analysis of quality management in an education institution; (b) the principles of the Total Quality Management (TQM); and (c) the requirements of the ISO 9000:2000 and ISO 9001:2000 standards.

The first management model, which relies on the assessment method (SWOT analysis), involves regular self-assessments aimed to identify strengths and weaknesses in the activities of an education institution, as well as positive and negative factors of its development. The results of this monitoring provide a basis for the development and implementation of measures aimed at addressing problems and improving activities of the education institution. This management model is implemented in Novosibirsk State Technical University, Ivanovo State Textile Academy, Petrozavodsk State University and a few other higher education institutions.

The second management model, which is built on the Total Quality Management (TQM) principles, also uses the method of assessments. However, it relies on a more profound analysis of the activities of an education institution, where it is regarded as a manufacturer of products and services. The TQM concept implies that an education institution has the clearly defined mission and strategic objectives, which are developed based on a comprehensive examination of the demand of the external environment for the core products of the education institution. This model

involves a process-based approach to the activities of an education institution and uses a number of specific, rather sophisticated, but quite effective methods and tools of quality management. The leader in the development and use of this model is Ivanovo State Power Engineering University.

educational standards); the extent, to which the expectations of different participants of the educational process are met by the educational services provided by an education institution; or the extent, to which the objectives and goals are achieved. *Management of the quality of professional education in college* is a continuous, planned and diagnosable process of developing in the college students (educatees) the professional qualification of workers and professional competencies of specialists at the level defined by the standards and the customers' and social partners' demands. *Professional education quality management system* is a combination of the interrelated processes, structures and regulations, which is built on a systemic approach to the creation of organizational and pedagogical conditions that ensure the efficiency of education quality management.

An education institution is a dynamically developing system comprised of a few subsystems which are formed by the educational, innovative and managerial processes running in this institution. The educational subsystem has a complex multilevel structure and maintains the educational process, which requires proper management. The innovative subsystem implements innovations in an education institution, thereby promoting its development. The novelties and innovations may be classified by the following criteria: by a sphere of renewal: psychological-pedagogical, didactic or educational innovations; by the extent of profoundness: modifying and radical innovations; by coverage: local or system innovations; and by the nature of source: initiated, forced, internal, external innovations, etc.

The managerial subsystem is comprised of the following processes: the theoretical cognitive process, where management acts as a cognitive tool; the pedagogical process, which represents the development of motivational attitudes, moral and ethical norms of behavior, values and ideals; the practical process, which characterizes the activation of performers' interests; the economic process, which concerns economic interests and relations; and the methodological process, which reveals managers' abilities through their theoretical activity and reflects their needs for education and self-education.

The implementation of the developed model enables an education institution to improve the quality of professional staff training; reorganize the education institution based on the principles of Total Quality Management and optimal management; clearly distribute duties and responsibilities among the educational subsystems; unify the training methodologies, their

informational and chronological coherence and consistency in the framework of the training course as a whole; improve the degree of trust on the part of customers and social partners; discover deficiencies in training quality management and find the ways of addressing them in a timely and regular manner; make work of the education institution more stable and predictable both at the level of management and at the level of training and upbringing; create a single educational space and raise the degree of interaction between individual divisions of the education institution; create its own brand and improve its image.

CONDITIONS OF EFFECTIVE ACTIVITY
OF THE PEDAGOGICAL UNIVERSITY
P. D. Kukharchik,
A. V. Torkhova

The educational establishment "Belarussian State Pedagogical University named after Maxim Tank" is a major educational and scientific-methodical center in the field of pedagogical education. This is a key university that trains pedagogical and scientific pedagogical personnel, provides re-training and additional training to specialists of the education system. The university sees its mission as developing the educational establishment as an educational-scientific-methodological center of the national system of continuous pedagogical education, and in the effective use of the intellectual potential of pedagogical staff in solving socio-economic tasks through education and pedagogical science.

A study conducted on the basis of the university made it possible to distinguish two groups of conditions which make it possible to increase the effectiveness of the multifunctional activity of the university. The first group of conditions concerns raising the quality of assessment and self-assessment of the activity of the pedagogical university in general, along with its substructures; the second is connected with raising the quality of management.

In both foreign and national experience, assessment and self-assessment of the activity of the pedagogical university is seen as a factor of increasing the effectiveness of this activity. We have established that an assessment of the activity of the pedagogical university becomes a factor for increasing the institutional effectiveness while observing the following conditions: (a) participation of the university itself in developing a optimal strategy and methods of assessing quality; (b) emphasis on the founding principles of assessing quality of education; (c) increasing the role of self-study and self-assessment in achieving institutional effectiveness; (d) selection of adequate procedure and instruments of assessment; (e) conducting assessment for real improvement of quality of educational activity at the university.

We are of the opinion that real improvement in the quality of assessment of activity of universities in our country in determined by the principle of mutual complementariness of external efforts in relation to the university by departments and the university itself. If the pedagogical university plans to carry out assessment and attestation, it should not

simply be guided by normative documents, but it should take them into account when developing its conceptual scheme, its strategy and program of assessment, its methods and plans for its realization in accordance with its own mission, goals and university resources, guided by three groups of indicators: (1) indicators of conditions for carrying out educational activity (plan of educational establishment, staff, education resources, financial solvency); (2) indicators of process (management of educational establishment, contents of educational programs, social infrastructure, mechanism of guaranteeing quality of education etc.); (3) indicators of result (quality of training students, masters, PhD and doctoral students, the level of their employment, effectiveness of scientific research and scientific methodical activity). On the basis of results of assessing the activity of the university according to these indicators, a conclusion on its effectiveness is made.

An assessment of the institutional effectiveness is inseparably linked with self-study and self-analysis. In ideal conditions, the pedagogical university itself carries out self-assessment in order to check compliance of plans, budgets and functions, to clarify distribution of resources and further develop curricula. It is important, in our opinion, that the subjects of the educational system have an understanding that assessment is the basis for their continuous self-improvement. Students should constantly assess the contents of courses and the quality of subjects taught; the level of their satisfaction with the quality of the education program; the level of their professional and personal development; the level of involvement in academic and additional events etc. Teachers should at their level (the level of the student audience) constantly look for answers to the following key questions: (a) "What should students study?"; (b) "How well do they study it?";

(c) "How did we determine this?"; (d) "How can this information improve study?".

In ideal conditions, assessment is part of everyday activity, and supported by the administration, serving as the basis for innovations inside the university, and regarded by teachers as a professional duty. An assessment of education quality is essentially a component of the process of teaching and receiving knowledge, it makes it possible to carry out a critical self-analysis of the education process, based on factual data. It is insufficient only to carry out an assessment of quality; the assessments must be used so that the university and teachers can improve the real quality of education. At the same time, several questions may be singled

out: (1) "Has the university developed programs that help to overcome shortcomings in mastering the skills required?"; (2) "Has the university studied the influence of selecting the list and order of courses on the academic results of students?"; (3) "How successfully do students master knowledge and skills of educational and special subjects?"; (4) "Has the curriculum been reviewed if the results of assessment show that this review is justified?"; (5) "Has the university developed programs that assist the personal and social growth of students?". The list of questions could be expanded.

If teaching and scientific work are what the university does, then institutional effectiveness is what the university actually tries to achieve. And the more signs of compliance between according organizational results and goals set there are in the process of assessment, the more obvious institutional effectiveness becomes, the more likely positive results of external assessment are. Positive results of external assessment in this case may be seen as an attempt to achieve the desired results, and self-assessment as receiving information which makes it possible to determine where improvements are needed.

The decisive condition of effective activity of the pedagogical university is raising the quality of management of the education system as a whole and all of its subsystems. The component qualities of management are determined by: (a) setting goals and tasks, (b) strategic and ongoing planning, (c) resource provision of processes, (d) stimulating high motivation of all participants, (e) control and timely adjustment of processes and relations, (f) assessment of results.

Indicators of the effectiveness of the activity of a manager are the fulfillment of all agreement obligations and the high quality of educational services that guarantee the demand and competition of graduates on the labor market. The main task of management is to ensure a synergetic effect in interaction between human, material and financial resources. Without this interaction, each individual resource cannot reveal itself: the possibilities of new technical means, for example, cannot be realized without an appropriate qualification of pedagogues; or ideas of expanding the use of new information technologies will not be able to be embodied without appropriate technical equipment of the university etc.

We are certain that the main levers of effective management of processes taking place at the pedagogical university are contained in the motivation of subjects. For the leadership of the university, this problem finds its expression in the question: to what degree should the teachers'

requirements be satisfied so that they can effectively and creatively fulfill their obligations and reach the goal set? A search for an answer to this question is carried out step by step by answers to the most frequently asked questions: "What enables the satisfaction and increase of productiveness of pedagogues' work?"; "What do pedagogues want and to what degree are their requirements being satisfied now?"; "To what extent can the requirements of the pedagogues be satisfied?"; "How should the level of professionalism be properly matched with material reward?"; "What stimuli will enable the achievement of outstanding results?". Experience shows that for teachers material profit is not always in first place. There are other motives for increasing the effectiveness of professional activity: creative success and recognition; level of development and achievement of pupils; development of one's own abilities and self-realization; good chances for career advancement etc. Effective motivation sometimes inspires a person to work at a level that is difficult to expect from him. As a result, with all other conditions being equal, the level of motivation determines the different effectiveness (productivity) of professional activity. Productivity of the education process also depends on the motivation of the students themselves. So each teacher has the task of bringing out and developing the motivation of study activity of pupils.

A significant stimulus to professional activity is assessment of the teachers' fulfillment of indicators of contribution to the academic year in establishing additional payment for academic degree and title. Assessment is conducting according to the following parameters: training of highly qualified staff, science and innovative development. The amount of the fee corresponds here to the level of professionalism of the teacher and the degree of his contribution to work.

It is clear that achieving high results of work is possible in creating optimal sanitary and hygienic, ergonomic, aesthetic, material and technical, economic, organizational and other conditions for organization of work. At the same time, we see as optimal the conditions which make it possible to receive a pedagogical product of high quality with rational expenditure of time, energy and funds. This stipulates: optimal study load; equal distribution over semesters, rational alternation of work and rest, free time for creativity and activity according to interests, specially equipped work space for each teacher and student, equipping the education process with the newest technical methods of instruction, worthy payment for work and material encouragement, creation of an atmosphere of cooperation in the

student and pedagogical groups, support of creative initiatives of students and pedagogues etc.

In conclusion, we would stress that at present the management decisions connected with raising the effectiveness of activity of the pedagogical university are directed towards receiving a cumulative effect from the transformation of the university into a complex where educational, research, methodical and economic activity are combined.

THE COOPERATIVE MODEL OF STUDY IN THE SPHERE OF PROFESSIONAL EDUCATION AND ADVANCED TRAINING IN COUNTRIES OF CENTRAL ASIA
T. Lux

Starting from the mid-1990s, the Germany Society for Technical Cooperation (GTZ) by order of the Federal Ministry for economic cooperation and development of the Federal Republic of Germany has been carrying out activity in countries of Central Asia. Together with ministries and state organizations responsible for professional education in these countries, there has been preparation of draft project plans, development of concepts for realizing projects, practical implementation of projects, and assessment of the results of their realization on the basis of joint goals and indicators.

The "classical" version of the project concept in the sphere of professional education may be considered to be the following:

1. on the basis of the results of an analysis of the existing system of professional education, and also the situation on the employment market, the professions are determined which should be introduced into this project. Together with specialists from responsible organizations of the given country, standards are drawn up for professions, and study plans and programs, materials and aids are developed. The necessary study equipment for the project is acquired in accordance with the specification established in the project concept. Then advanced training is provided for teachers and heads of selected educational institutions teaching the appropriate professions. During the introduction period, consulting support is provided to the professional academies. During the realization of the project, a "System of monitoring and assessment" is developed, which makes it possible to monitor and assess the current results of introducing the given professions. The experience of realizing this project is systemized and given to the disposal of bodies of state management of the given country. The total period of realizing this project is 5 years on average;

2. in the experimental introduction of professions in countries of Central Asia, the basis is the "Cooperative model of study", which is described below. This model was developed together with our partners, using several elements of the German dual system of study. The goal of study on the basis of this model is to provide a level of qualification which would allow a graduate to carry out the requirements from the very beginning of work activity which apply at his work place (skills and abilities),

and also in order to teach the graduate on his own initiative to be oriented towards new requirements introduced at this workplace. Furthermore, with the help of this model of study, on the entire territory of the country, a common approach should be provided for studying this profession, taking into account the requirements of the labor market. A common and independent system of examinations and certification is designed to meet the important requirement – the professional qualification gained by the graduate should coincide with the skills and abilities which were required of him at graduation practical examinations.

The most profound introduction of the Cooperative model of study took place in Uzbekistan, and therefore all the following conclusions relate to the results of projects realized in the republic since 1996, in particular the project in the sphere of information technology, in which 32 professional colleges are currently involved (this is what professional academies are called in Uzbekistan).

Below is a list of the characteristics of the main directions and elements of the Cooperative model of study.

Providing study with focus on practice. The basis of professional education with focus on practice is the following education standards, in which along with elements of theoretical knowledge, there is primarily description of the skills and abilities which the graduate of the according professional field should possess, taking into account the workplace that is expected for him. In order to develop education standards, work groups were created, in which specialists from companies worked side by side and on an equal basis with experienced teachers and experts of ministry departments on education standards. Based on practice, the characteristics of workplace were formulated where graduates of the appropriate professional fields would work, and then on this basis the skills, abilities and knowledge were described necessary for carrying out this profession at this workplace. Following the DACUM method, an analysis of the results of work was given at a practical seminar led by an experienced international expert. The development of education standards, study plans and study programs of the required model ere carried out by experienced specialists from professional academies with representatives of science specializing in the according study discipline. The documentation developed in this way was given to individual enterprises for inspection, after which the comments received were discussed, and if necessary included in the documentation. The education standards which were sent to be carried out at a certain

workplace form an important basis for providing professional study focused on practice.

Furthermore, the practical focus of professional education is provided by the following: (a) study practice with organization of practical exercises, and starting from the 3rd year, with exercises that cover all the subjects (16 weeks for all three years of study); (b) industrial practice lasting five weeks in the 2nd and 3rd year (including 10 "project days") during which the student works independently on carrying out a task that is approved jointly by the enterprise and the professional academy (in the 3rd year, this work is considered to be a confirmation of the qualification gained, and as a diploma work it is the basis for graduation exams); (c) maximum possible percentage of practical lessons in the course on the theory of the specialized field; (d) conducting of graduation exams by a state certification commission, in which a responsible role is played by representatives of companies; (e) conducting of practical graduation exams with issue of certificates by leading companies (first planned in 2009, at present certificates are issued by GTZ together with the professional academy).

Acquiring the ability to work independently and with personal responsibility. The appearance of enterprises of small and medium business in the economy of young developing countries, and also the use of modern and swiftly-developing technologies, makes demands on graduates of professional academies to master not only the technical side of the profession, but also additional skills and abilities (for example, being able to communicate with clients, independent work, taking responsibilities in decision making etc.).

As part of the Cooperative model of study introduced in Uzbekistan, these abilities and skills are communicated to young pupils by various ways:

firstly, by using modern methods of teaching which enable the development of one's own initiative, communicability, courage in taking on responsibility and so on;

secondly, in the 2nd and 3rd year, the so-called "project week" is carried out, with one week in each year. The study group is divided into work groups of 4-6 people, which throughout this week, on the instructions of the teacher, independently solve the set task (which does not have to be directly linked with professional activity). At the same time, work is planned, distributed and carried out that is necessary for solving this task. In conclusion, a presentation is carried out of the results of this work in the study group. It is not the content aspect of the solution that is assessed, but

the behavior of each participant in the solution process (taking on responsibility, communicative behavior etc.);

thirdly, we have already mentioned study practice with tasks organized in such a way so that communicability in behavior is also required from pupils;

fourthly, a short period of industrial practice is organized in such a way that the student must communicate with employees of the enterprise in solving the tasks before him, or at least gather certain information. An approach is realized in which the student to a large extent should carry out work for the enterprise independently and with personal responsibility.

Ensuring quality of study with the assistance of a common independent examination system. An important component of the Cooperative model of study is the common examination system which is introduced for select professions throughout the entire territory of the country. Intermediary exams were introduced after the 2ⁿᵈ year of study, which serve as a guideline for pupils and are not pat of the assessment of graduation exams. After the completion of three years of study, a graduation practical exam is held. For each type of exams, there is an approved (experimental) regulation about sitting and holding exams.

Graduation exams fulfill the function of assessment: they determine the quality of the three-year professional study. Graduation exams are conducted by an independent state certification commission (the commission is formed individually for each academy and profession), which acts under the guidance of a representative of a company. Furthermore, the members of the commission include a representative of the academy administration and a teacher in the special field (not less than one person). A graduate who successfully passes the exams is issued a certificate where the exams passed are indicated (subjects on the theory of the special field, diploma work, additional practical tasks). The certificate is signed by the director of the academy and (until now) the GTZ. From 2009, it is proposed that the chairman of the state certification commission will sign these certificates together with the director of the academy.

Conclusions and prospects. The Cooperative model of study described here, starting from the mid-1990s, has been successfully tested in Uzbekistan: in other countries of Central Asia, this model, with minor changes taking into account the conditions of the specific country, has been used for several years now for teaching a number of professions. The quality of realization of this model at present does not fully meet expectations: this work should be continued in future. In Uzbekistan, this

will take place as part of the Association of professional colleges of information and communications technology, which serves as the successor of the activity of this project.

It is also planned to use select element of the Cooperative model of study in the system of teaching adults, and more specifically, this means: (a) determining qualification standards with involvement of representatives of commercial companies (in the procedure described above) using DACUM methods; (b) certification of the qualification gained by independent certification commissions under the responsibility of representatives of the economy; (c) the main emphasis will be made on conveying skills and abilities that are ready for practical use, and less on conveying theoretical knowledge.

The role of teaching adults has grown incredibly, and is particularly noticeable against the background of the migration processes of recent year. Therefore, particular attention to activity conducted in the sphere of professional education and advanced training should be directed towards this problem.

ON THE SYSTEM-DEFINED APPROACH TO FORMING EDUCATIONAL PROGRAMS IN THE CONTEXT OF LIFELONG EDUCATION

A. L. Shestakov, A. I. Sidorov,
L. A. Shefer, E. V. Gichkina

The quality of graduates' education leaving different educational institutions, ranging from schools to post-graduate studies, depends on many factors, such as the requirements for any given educational orientation, their standards, curricula and syllabi, the process of education, as well as interim and graduating exams.

At the same time there is a significant correlation between the depth and level of graduates' education from any educational institution, and the requirements for their continuing education and work.

Figure 1 shows 1st year students' dropout rates (separate for "budget" and "contract" education) for the last four years. Fig. 1.
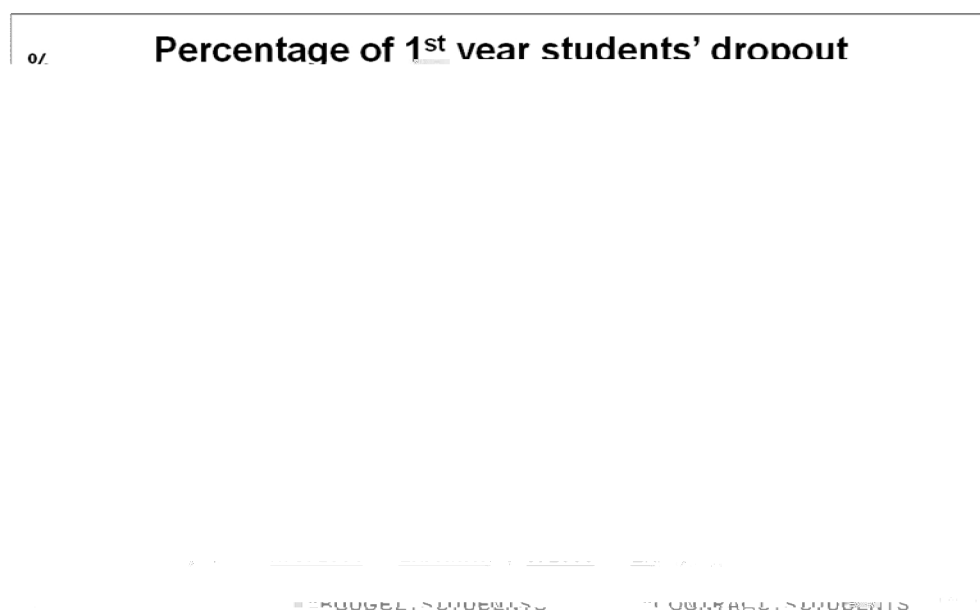
Figure 1. 1st year students' dropout (%)

Special attention is drawn to the dropout-rates of 1st year students because the 1st and 2nd terms most clearly reveal the level of school education in basic disciplines (such as mathematics, physics, chemistry, Russian language, history, foreign languages etc.).

According to the data, the dropout-rate for "budget" (state-financed) students has increased from 5% in 2004 to 10% in 2007. The percentage for dropouts among "contract" (privately financed) students during the same years hovers between 11% and 15%. In addition to this, the percentage of "budget" students dropping out is constantly increasing and is approaching the dropout level of "contract" students.

In 2004-2005 the disparity in marks of students entering for the "budget" and those entering for the "contract" form of education was significant, now this disparity is decreasing. As one of the main reasons for this, we can point to the insufficient level of education in basic disciplines at school. An analysis of basic (school) disciplines shows that the percentage of unsatisfactory marks obtained in these disciplines, in comparison with the marks obtained at EGE (Unified State Examination), is constantly increasing, especially among high marks (50-100 points). Fig. 2.

Figure 2

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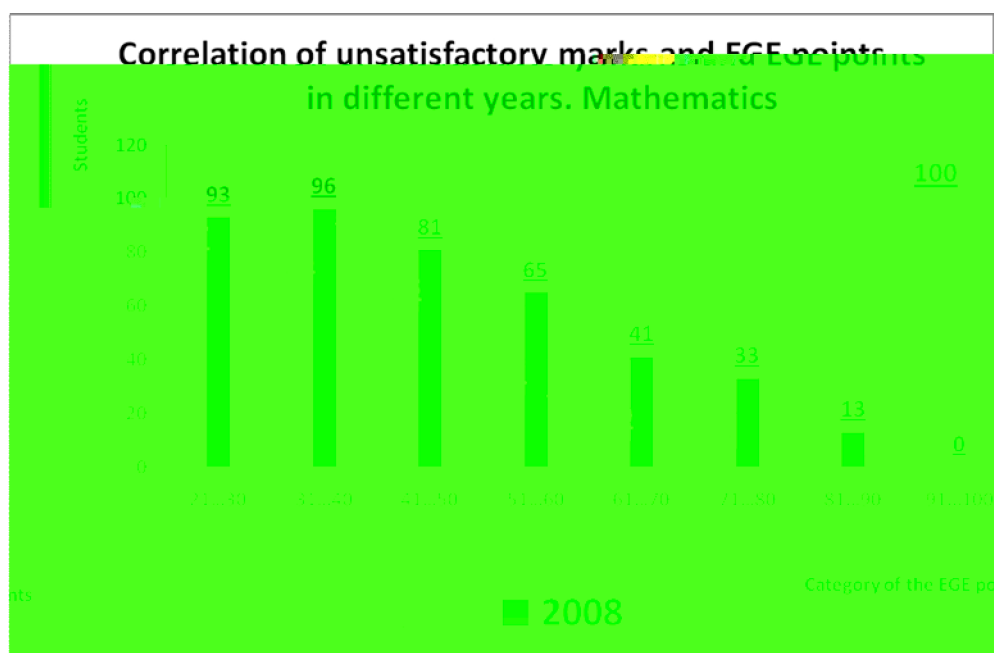
Figure 2 shows the rates of unsatisfactory marks in the discipline "Mathematics" for the first term of the 1st year. In 2009 some categories of the EGE reveal a decreasing percentage of unsatisfactory marks, which may be the result of additional lessons in mathematics having been introduced since September. These lessons are aimed at eliminating educational preparation deficiencies of incoming students.

The data demonstrates that across the whole spectrum of the EGE, there is a significant percentage of students obtaining unsatisfactory marks. This increase is especially sharp amongst higher marks. The same situation is true of other disciplines, such as physics and chemistry.

This newly obtained information proves the insufficiency of university entrants' basic education. It also shows that the EGE marking does not reflect this insufficiency in full. It is worth noting a potential inconsistency of requirements for the necessary level of education of future university students with the level and content of graduate schools, technical schools and colleges. This is a major cause of unsatisfactory marks and dropouts. The inconsistency of requirements at various educational stages demonstrates the need for a systematic approach to the whole educational structure, from the primary stage to professionals and top-level scientists.

Let us consider the outline of educational process starting with primary education and closing with higher education (fig. 3). The links are clearly visible between the educational cycle, the consumers and the legislative body, which determines the requirements and standards, feedback helping to evaluate the achieved results in the educational process and introduces corrective measures.

Consumers indicate different levels of education and needs for follow-up, with the help of which the educational content in various areas and at various stages can be corrected. In the following aspects there is a necessary link between consumers (all interested parties) and the Federal Agency for Education: (a) the formation of educational levels for graduates in educational institutions; (b) the formation of requirements and standards in educational services; (c) monitoring the implementation of and compliance with the quality norms of educational services; (d) the realization of accrediting educational institutions and licensing educational programs. Thus, the Federal Agency for Education shapes and controls the performance of the whole educational cycle, which provides the needs for all fields in this area. The basic structure of the processes under scrutiny is an interconnected system of requirements and standards. Without its systematization the deficiency between educational stages is inevitable.
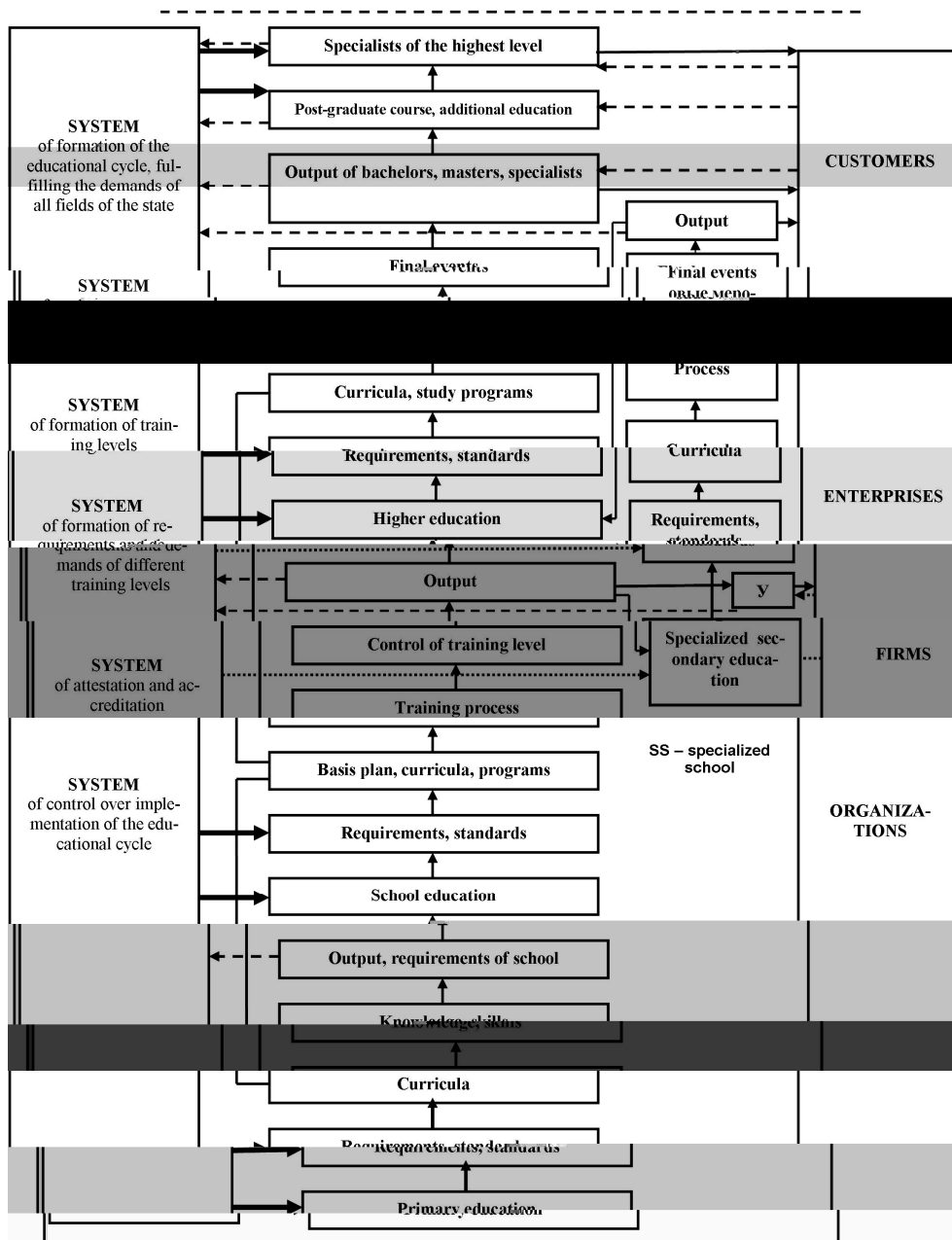
Figure 3. Educational links

This causes both a loss in the number of graduates and reduces the quality of their education.

The structure of interdependency in educational requirements and training standards of different graduates and specialists is shown in the fig. 4.

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┌─────────────────┐                    ┌─────────────────┐
│  Requirements   │                    │  Requirements   │
│ of the state and│                    │ of organizations│
│     society     │                    │Spheres of activity│
└─────────────────┘                    └─────────────────┘
           ┌──────────────────────────────┐
           │   Post-graduate course,      │
           │   additional education       │
           └──────────────────────────────┘
           ┌──────────────────────────────┐
           │     Higher education         │
           │  Requirements, standards     │
           └──────────────────────────────┘
┌─────────────────┐              ┌─────────────────┐
│ Specialized schools           │ Specialized secondary│
│ Requirements,   │              │    education     │
│   standards     │              │                 │
└─────────────────┘              └─────────────────┘
           ┌──────────────────────────────┐
           │     School education         │
           │  Requirements, standards     │
           └──────────────────────────────┘
           ┌──────────────────────────────┐
           │     Primary education        │
           │  Requirements, standards     │
           └──────────────────────────────┘
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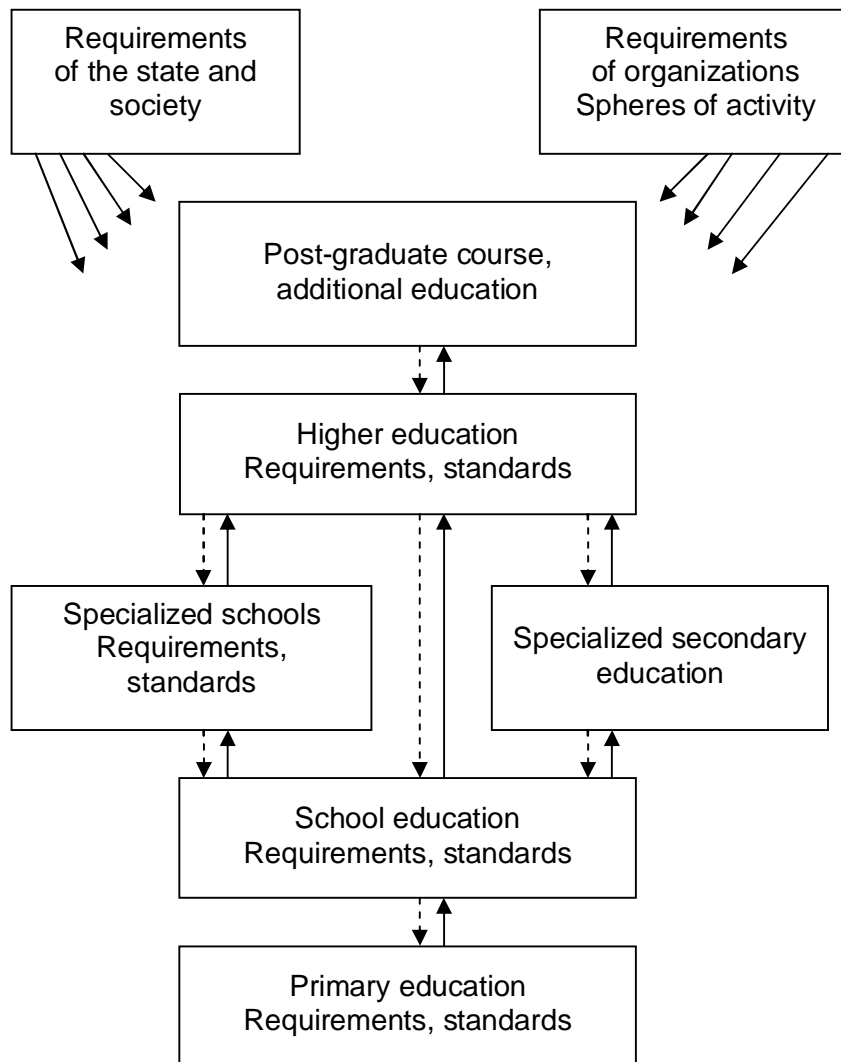
Figure 4. Interdependency of various levels of education

The figure clearly shows that each previous educational level has to provide the requirements for the following. At the same time the

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requirements of the following level must be fully taken into account in the standards of the previous level. Discrepancies in standards (discrepancies in the requirement of educational levels between stages of education) cause insufficient education in a number of disciplines and leads to a lack of understanding of the material in the next educational stages. Lack of understanding of corresponding material causes poor progress in a number of disciplines and the possibility of dropouts.

Educational requirements are made and formulated by the state, society, the international sphere of education and the sphere of subsequent activity in which differently educated graduates later work. On the basis of these general requirements, the requirements to complete or reach a sufficient educational level, corresponding with the educational institutions, must be formed. The most significant difficulties in mutual standard agreements arose in the school cycle, in specialized secondary schools (specialized schools, colleges) and higher education, which must meet the above, stated requirements and be well agreed.

Furthermore the agreement must be based on the inner structure of the educational level, including a list of disciplines of different cycles and their content. The agreed standards are used as a foundation for curricula and syllabi, which take into account the features of the region in the extent of activity, educational orientation and social interests.

A significant problem in the realization of standards and their presentation in the form of curricula and syllabi is the organization and control of the educational process. Each educational institution solves this problem on its own; mainly this question is determined by the teaching staff. In order to make the educational process efficient, many universities apply the quality management system which shapes the educational process in accordance with standards, curricula and studying programs, analyzes it, finds discrepancies, removes their cause, improves the process, and analyzes the needs and satisfaction of all interested parties.

The complexity of educational structures and their interdependency, the wide range of requirements and demands, and the methods of their introduction, all this demands that public educational agencies apply a systematic approach in order to organize and implement education. Such an approach has become customary in the world and is used as a basis for activity quality management systems.

**INNOVATION AS A CONDITION FOR FORMING
THE MODEL OF CONTINUOUS EDUCATION
N. A. Zaichenko**

> …education means creating conditions
> for constant growth, or complying with
> Life itself, regardless of age
> John Dewey

Society has been informed that according to some expert assessments, the rates of the average annual growth of new knowledge is around 5.0%. This means that a specialist of any level, throughout the course of his working life, must "add" to his knowledge (skills, abilities) at least half of what was contained in his qualification at the start. The nationally declared course of innovative development increase emphasis on updating knowledge. Each branch of the economy responds to this course, and the system of general education in the form of the SCHOOL is "trying on" the concept of innovative movement.

We use the concept "innovation" most frequently in the context of new developments, reforms and expected changes, but do not always clearly understand the meaning of these changes and expected results. As a rule, we understand "innovation" as either a result or a process.

In any case, the innovation storm" in the education system has its own level of challenges. We will examine these challenges.

Long-term challenges: (a) the presidential initiative "Our new school", which sets the key directions of innovations: support, health, comfort and safety, talented children, qualified staff; (b) the new federal state educational standard of general education – a change in the education paradigm (competencies and competence, requirements for the conditions, results and structure of the education program; (c) an increase of the role of human capital in economic development – new staff and a new model for their re-training, the problem of the average "pedagogical salary" lagging behind the average for the region's economy; (d) exhaustion of sources of innovative activity – a deficit of ideas and staff, a deficit of support, a lack of "business angels" – the culture of patronage and support of innovations with a delayed result; (e) paternalistic attitude of the professional pedagogical community towards the state's responsibility for the education system, the lack of will for "freedom of activity" in the role of an autonomous institution.

Short- and medium-term challenges: (a) the economic crisis, and as a consequence: limitation of financial sources for supporting innovative activity on the level of the federation, redistribution of expenses to the level of the region; (b) lack of a common information space of innovations, vague criteria of innovative activity, lack of objective indicators for classifying institutions as innovative types; (c) a new technological wave – a change in education technologies, and lagging behind of pedagogical "skills and abilities" from the level required for optimal mastery of study techniques and programs.

Innovative "overload": (a) many innovations, but everything is fragmentary – the model of the "Christmas tree", decorated with "autonomous" ideas and products which frequently duplicate one another; (b) lack of competencies among teachers and managers for optimum use of resources of the priority national project "Education".

Any group of the above-listed challenges is linked with overcoming the problem of "incomplete competence" of subjects of innovative activity. The school, as a formal educational institute, lays down the foundations of knowledge and skills for continuing education and gaining a profession. At the same time, the school structure (unclear curriculum, traditions, innovative practices, organization of the study process) which works as an informal institution, forms the personal philosophy of education: the individual attitude of each subject (child, teacher, parent) to the role of education in general, and a taste for learning and designation of what is "necessary in sufficient" in one's own education and/or level of learning.

A conditional portrait of the "innovative school" that forms the attitude of "obligation and responsibility" among subjects not only for continuing education, but also the need for continuous informal, non-institutionalized lifelong learning, can be expressed by several characteristics:

(1) competent, i.e. provided for by competent staff who realize all the possibilities of corporate study, capable of integration of different educational programs, capable of "exporting" educational services, and having a demand for these services under modern management and the ability to work with the external (not educational) environment;

(2) successful, which designates its active role in developing and "educational world order", its own position in integration process in the education space of the city and region;

(3) comfortable, which means a healthy and safe school with a full infrastructural package (medicine, food, sport, media center, psychological assistance, information center etc.) that is open to the external environment

– the participation of the parental community in organizing the system of school life;

(4) innovative, i.e. using new educational technologies and new results at "routine level", realizing the idea of a "learning organization" (both internal corporate learning, and dissemination of experience that is recognized by the public).

The innovative nature of the School is a powerful stimulus for forming a learning environment that is as "long and broad as life". If one uses the concepts of continuous education that are accepted in national literature, it must be specified that the topic of innovation school practices in this context may be classified as "continuous education as lifelong learning" (or LLL). A more detailed classification uses the concepts of institutionalized and non-institutionalized continuous education[1], and gives an idea that innovative activity of the school at the present stage of support of information technologies introduced through the priority national project "Education", fits into the paradigm of the information society, when any activity in searching for information, receiving it and processing may be examined as a process of (self) instruction and is a priori classified as the LLL type.

At the first phase of innovative activity of the school which according to the classification of Michael Fullan is called "the stage of initiation… mobilization", motivation forms to receive new knowledge and practices, where the factors of influence are the presence and quality of innovations, access to them, support through study and self-study oriented towards problem-solving. At the second testing phase of innovations, i.e. its initial use, the idea of "lifelong study" is realized in the process of "learning by teaching". In the third phase – when the practice becomes routine – the process of informal education moves from a non-institutionalized form to a format of institutionalized informal education. It is easy to assume that an innovation that passes through the third phase will become a rule of life of the School and an engine of LLL.

Today, the educational value of innovative activity, the true nature of which is the principle of LLL, is manifested in the creation of conditions for the professional growth, curiosity and "zero burn-out" of the school teacher, to build up energy that forms the environment for real changes in pedagogical practice.

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[1] Мониторинг непрерывного образования: инструмент управления и социологические аспекты / Науч. рук. А.Е. Карпухина; Сер. «Мониторинг. Образование. Кадры». – М.: МАКС Пресс, 2006. 340 с

PLANNING AND APPLYING THE SYSTEM OF ASSESSMENT OF QUALITY IN THE SPHERE OF CONTINUOUS EDUCATION: THE BEST PRACTICAL EXPERIENCE, PROBLEMS AND SOLUTIONS

V. P. Panasyuk

In recent years, there has been increasing development in the theory and practice of education of the innovative field, which is linked with system management of quality. Using means and technology of assessment is justified by the following: (a) the quality of education is an extremely complex object for management, and so the selection, creation and the application of suitably complex assessment and measuring instruments are required; (b) the function of assessment is key in modern systems of quality management, as it is linked with or determines the effectiveness of realization of practically all of its procedures and functional subsystems; (c) applied to educational systems that are characterized by stochastic behavior, imbalance and innovation, assessment procedures make it possible to gain the information that is necessary to take management decisions.

On the federal level, and in a number of regions of Russia, there is active work on creating a All-Russian system of education quality assessment (hereinafter ASEQA), type models of regional systems of education quality assessment (hereinafter RSEQA), which are designed to carry out an assessment of education quality, and on the basis of the subsequent analysis determine key areas for improving education quality. The creation of ASEQA proposes appropriate work on fine-tuning the regional and municipal systems of education quality assessment, and the quality assessment system of educational establishments, which is justified by: (a) an increase in the significance of the problem of the quality of continuous education; (b) the fact that education has become a priority in Russia's re-orientation towards an innovative path of development; (c) a change in the system of interaction of the education system with society, clients and consumers of educational services; (d) ensuring the necessary conditions in the course of innovative changes in education systems.

Innovative practice of recent years has brought a wide range of approaches to planning quality assessment systems in the sphere of continuous education. The best examples of practical experience are the following: (1) the use on federal level of an online testing procedure for university student in inter-accreditation and pre-accreditation periods on study disciplines, with the aim of receiving information about the quality of

learning; (2) creation of a common information and communications environment, and various databases to manage the quality of education, and monitor the quality of education as part of the system "Network city (network region). Education. Work has been carried out for converting a series of procedures of education quality management and assessment to an automated system (Yamalo-Nenets autonomous district). (3) organizing monitoring systems of different levels and purposes (socio-pedagogical monitoring of the Tula system of school education, monitoring learning of pupils in schools in Penza, monitoring education quality in pedagogical colleges of the Vologda Oblast, monitoring education quality in the Voronezh Oblast etc.); (4) mastering the relatively new (for the education sphere) procedure of auditing, and internal auditing (at the Novgorod State University named after Yaroslav the Wise), or external auditing in the form of thematic or desk audits by bodies of education management, or regional inspection structures in the sphere of education (in Penza and the Vologda Oblast); (5) the practice of preparing public papers by heads of educational establishments, and heads of municipal bodies of education management in Noyabrsk and Nadym in the Yamalo-Nenets Autonomous District, and Surgut, Kogalym and Belyoarsky in the Khanty-Mansiisk Autonomous District, and others.

To a significant degree, the catalyst of the innovative process in modernizing the system of quality assessment in the sphere of continuous education is the following initiatives of the federal center: work on organizing the All-Russian system of education quality assessment, and founding a competition for regional education systems in the category "Regional system of education quality assessment".

It must be noted that despite all the importance of the problem of planning and applying modern systems of education quality assessment, there are a number of problems, difficulties and shortcomings which reduce their efficiently, in particular (a) the lack of a complete conceptual approach in organizing systems of education quality assessment and its links with the logic of deploying systems of education quality management; (b) lack of coordination of planning work, the organization and use of systems of education quality assessment at different levels and steps, and in segments of continuous education; (c) imperfection of qualimetric instruments used in procedures of education quality assessment; (d) low assessment culture among management subjects; (e) contradictions and inconsistencies in the selection and use of models of education quality assessment at all levels of management; (f) lack of federal, regional and municipal norms and

standards as the base for quality assessment of a whole range of objects, aspects of quality etc. We believe that the negative effect and presence of the problems, difficulties and shortcomings indicated above can be partially or fully eliminated by clarifying the system-genetic mechanisms in the formation and development of systems of any kind and purpose. Being guided by one of the basic system-genetic laws – the laws of system succession – would make it possible to stabilize the process of innovative changes in the sphere of education quality assessment (effectiveness from the viewpoint of selecting procedures, methods of assessment, continuity of innovations carried out etc.). Policy in the field of education quality assessment should become an important part of general policy in the field of quality for any education system, or any level, step or segment of continuous education.

A development of the normative legal foundations of the development of systems of education quality assessment is required, in accordance with the demands of federal and regional legislation and the needs of society. One could advance the idea of developing a complex of model normative documents of various levels which would strengthen the fundamental and key norms in the field of education quality assessment. The development and testing of methods and procedures of education quality assessment is important in such areas as: (a) administrative comprehensive and thematic audits of the activity of education establishments, (b) monitoring the quality of education, (c) external and internal auditing of education quality, (d) public inspection of education quality etc. Just as important are the development and realization of programs of advanced training of employees of bodies of education management, heads of educational institutions, public observers and experts on issues of education quality.

As the basis of the further improvement of systems of education quality assessment in the sphere of continuous education, the following principles may be used: (1) the principle of checking implementation of legislatively established standards and norms of education quality, which reflect the established and expected requirements of the individual and society; (2) the principle of multi-level organization of systems of education quality assessment in the sphere of continuous education, hierarchy of criteria and indicators used in its framework; (3) the principle of orientation towards the requirements of the education system, bodies of education management and demands of external indicators of information about education quality; (4) the principle of optimization of the quantitative composition of criteria and indicators used at different levels of

management and in different assessment procedures; (5) the principle of effectiveness of using assessment and diagnostic information gained in the process of realizing different assessment procedures; (6) the principle of relying on sources formed for receiving information about education quality.

The realization of these principles and other proposals expressed in the present paper will make it possible to bring quality assessment systems existing in the sphere of continuous education to a new level of quality, allowing them to function taking into account modern requirements for the education system. The final goal of the changes implemented is raising the quality of education, and implementing the social mandate to the fullest degree in the learning of graduates of educational establishment, and their socialization.

**ENSURING GENERAL ACCESSIBILITY
OF PRE-SCHOOL EDUCATION, AS THE INITIAL STAGE
OF CONTINUOUS EDUCATION IN THE RUSSIAN FEDERATION
E. I. Kuzmicheva**

The concept of modernization of Russian society, and the priority areas of the development of the education system of the Russian Federation until 2010, outline the basic principles of development of the system of Russian education: (a) openness to public requirements and present needs; (b) involvement of society in active dialogue and direct participation in education management and education reforms; (c) a move to modern education technologies; (d) ensuring access to quality education for all citizens of Russia.

The necessary pre-requisite for general access of quality secondary education is ensuring equal initial opportunities for children to study at primary school. To attain the optimal level of development of each child of pre-school age, which allows them to be successful at school, is one of the priority tasks of development of pre-school education in the Russian Federation. Solving this is impossible without a flexible, multi-functional system of pre-school education, which ensures the constitutional right of each citizen for Russia to generally accessible and free pre-school education.

The importance and significance of pre-school education stem from the fact that only in the company of peers, through competently organized special forms of children's activity – playing, planning, descriptive activity, observation and experimenting – the basic qualities of the personality are formed in the child of pre-school age (thinking, memory, attention, imagination and speech), which at primary school and the subsequent stages of study will help the child to study any program successfully, and master any information.

In international educational practice, the level of pre-school childhood is regarded as one of the main educational reserves, which has enormous potential, and essentially is no less important than any of the subsequent levels.

At present, the system of pre-school education in the Russian Federation consists of a network of educational institutions that realize the main general education program of pre-school education. An analysis of operative information received from regions of the Russian Federation showed that at the start of the 2007-2008 academic year, there were

47,255 educational institutions functioning in the Russian Federation that realized the main general education program of pre-school education. The majority of these institutions are pre-school educational institutions – 45,389 of them: 44,212 (97.4%) are state and municipal; 860 (1.9%) are owned by enterprises, institutions and organizations of a private form of ownership; 317 (0.7%) are private, founded by individuals. Starting from 2002, owing to an increase in the birthrate and a growth of the demand of the population for services of pre-school education, there has been an increase in the number of pupils in pre-school educational institutions: in 2002, 4,627,000, in 2003, 4,321,000, in 2004, 4,423,000, at the start of the 2006-2007 academic year, around 4,800,000, and at the start of the 2007-2008 academic year at educational institutions in Russia realizing programs of pre-school education, there were 5,393,500 pupils. In 2007, the number of children of pre-school age in the Russian Federation was 8,713,200 people (in 2004 it was 7,851,600).

Figures for children's involvement in various forms of pre-school education are also increasing. If in 2003 this figure was 58.3%, and 59% in 2005, for 1 September 2007 the percentage of children using services of pre-school education came to 61.9%, and is coming closer to the figures for 1991 (63.9%). The increase in percentage of children in pre-school education was the result of work by bodies of local self-administration and bodies of education management of all levels, including targeted work by bodies of state power.

Despite the indicated positive tendencies in the development of the system of preschool education, figures for waiting lines to pre-school educational institutions remain high. Over 1 million children are currently waiting in line to study at pre-school educational institutions, but places for them have not yet been provided. In connection with the deficit of places in pre-school educational institutions, the problem of general access of pre-school education is decided today by using the internal resources of the education system, including the development of different forms of pre-school education, and also a more flexible system of schedules for children attending pre-school educational institutions. Along with full-day pre-school institutions, pre-school educational institutions of groups of brief duration are also being actively introduced into practice. Adaptation groups are very popular among parents (for children of a young age), along with groups of development, the "Future first-year pupil" groups, and groups for invalid children. In the regions of the Russian Federation at present, considerable

experience has been accumulated for organizing various kinds of groups of brief duration.

Along with traditional time schedules for pre-school educational establishments (12-hour and 24-hour schedules), there are also 10-hour and 14-hour schedules. Introducing new schedules makes it possible to raise the accessibility of pre-school education for different categories of citizens.

Along with the development of existing forms of pre-school education, new models are also being tested: pre-school groups on the basis of general educational institutions, pre-school groups on the basis of institutions of additional education, and also systematic education of children of pre-school age as part of upbringing in the family.

In many regions of the Russian Federation, development programs for pre-school education have already been developed as a component of the regional system of education, in which means for their development are invested. New procedural and institutional forms of pre-school education are constantly being introduced. One future possibility, from the viewpoint of improving the procedural and institutional forms of organizing pre-school education, is moving to a form of autonomous institutions and organizations. The creation of autonomous institutions and organizations of pre-school education will make it possible to involve parents and pupils directly in the management of the pre-school institution, through a system of trustee, public and management boards. In its turn, the pre-school institution will become more open to public requirements, and expectations of parents from different groups of the population.

In order to realize the right of citizens of the Russian Federation to quality education, it is necessary to provide each child of pre-school age which equal starting opportunities for studying at school. In connection with this, in 2007 a project was developed of model general education program for the instruction, education and development of children of senior pre-school age.

In providing financial access of pre-school education for different categories of the population of the Russian Federation, amendments have been passed to the Law of the Russian Federation "On education", on issues of establishing the highest limit of parental payment for instruction of a child at state and municipal educational establishments that realize the main general education program of pre-school education. Furthermore, a new form of material support for families bringing up children of pre-school age has been realized – compensation of a percentage of parental

payment for the child to study at educational institutions that realize the main general education program of pre-school education.

In order to coordinate actions on the development of the system of pre-school education, a set of measures has been developed to develop pre-school education in the Russian Federation for 2007-2010, which stipulates the realizing of measure for developing pre-school education at all levels – federal, regional and municipal – in two main areas: ensuring accessibility of pre-school education and ensuring its quality. At present, as part of realizing the set of measures, work is being carried out to expand the type diversity of pre-school educational institutions, in order to satisfy more fully the requirements of the population of the Russian Federation for services of pre-school education.

Accessible, high-quality pre-school education cannot be provided without highly-qualified, highly professional staff. People are now required with higher education, with academic degrees. Therefore, the need to adjust the norm of the burden on teachers, and their salaries, is long overdue. Bodies of state power of the Russian Federation are taking measures to raise the prestige of the profession of workers of pre-school education, and using the powers that legislation gives them in solving issues of raising payment of their work. These powers are realized by introducing a new system of paying salaries, establishing regional additions to the salaries of teachers, and establishing grants for the best teachers.

The changes that have taken place in the sphere of pre-school education over the last 15 years have been extensive, and in many ways irreversible. It is very important to preserve the focus that was started in the 1990s on variation of pre-school education in both the content and forms of its organization.

USING INFORMATION TECHNOLOGY
FOR TRAINING DISABLED PERSONS
IN A HIGHER EDUCATION INSTITUTION
M. A. Tappaskhanova

A search for innovative forms of education in the only Russian higher education institution for people with locomotor disorders, the Moscow State Social and Humanitarian Institute (MGS-GI), facilitates the intensive deployment of new information technology in the educational process.

The modern training methods introduced in this higher education institution are represented by the following aids: (a) the audio-visual multimedia projects stored on optical data disks using personal computers, as well as interactive boards, active information displays, projectors and Power Point presentations; (b) the automated training systems, electronic laboratory works, electronic encyclopedias, etc.; (c) the operational systems (Ms Windows XP, Ms Windows, Mandriva Linux, Microsoft virtual machine, Ms Access programming aids); (d) the Domain and MS Windows 2003 Server based local telecommunication and computer network. The training process is automated through the development and deployment of specialized software programs. These programs are used to support the operations of the dean's offices, such as accounting of tuition payments; testing of students; registration of the students accommodated in the Institute's dormitory; military registration; text scanning and recognition (ABBYY Fine Reader 9.0); making a class calendar, etc. A new language room for 10 students and a teacher was equipped with the state-of-the-art software Sanaco Study 1200, which helps to develop students' speech and grammar skills. The use of the Internet resources during lectures and seminars helps to promote information culture and creative growth of the students, enables them to use a wide array of information and ensures that the training material is updated on an operational basis.

The use of the Internet resources enables a teacher to introduce new relevant information into training, improve visualization and enhance students' interest in learning. The Internet enables us to review almost any educational document and receive necessary legal information. Moreover, the Internet provides an opportunity to diversify the scope and methodology of training in a number of disciplines. The Internet resources help a teacher to prepare and conduct lectures, practical courses and laboratory works, saving his time and effort. There are two methods that can be used for

organizing work with the Internet resources in class: direct online access to the Internet and indirect access to the Internet.

Multimedia presentations on different subjects are one of the most popular information and communication technology-based aids. They are intensively used for teaching students in MGS-GI. However, an excessive focus on making presentations may have a negative influence of the effectiveness of the educational process. This method of training is limited, because a learner acts as a passive receiver of information, while his interests or motives are not taken into account. Therefore the teachers of the Institute involve the students into a creative process of preparing different works, such as reports, reviews and multimedia-based projects. The development of these materials helps to develop logical thinking, teaches to make a distinction between primary and secondary things and to structure information. Moreover, teacher no longer takes the central, authoritarian position in training, which is instead centered around student, his cognitive needs and learning activity.

Every academic year, the Department of Social Sciences and Humanities of MGS-GI holds conferences where students make presentations.

Besides, the Institute uses interactive boards. Lectures with the use of an interactive board help to train and activate students' memory, outsight and acumen, concentrate their attention and make them assess the presented information from a different angle. With the use of the rich capabilities of modern information computer technology and interactive board tools every educational process is rendered visual, which contributes to enhancing students' interest in the subject.

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USE OF PERSONAL
CULMULATIVE COEFFICIENT
FOR ASSESSMENT OF STUDENTS' KNOWLEDGE
I. B. Vasilev

The general task of developing a system of diagnostics of the level of training in the basic special course for future engineering teachers, "Professional pedagogy", was complicated by the fact that in theory and practice of national engineering pedagogical education it has yet to be resolved. This gave rise to a problem in didactic diagnostics of training in the course "Professional pedagogy". In order to solve this problem, it was necessary to carry out the following tasks: (1) define the term "didactic diagnostics", (2) develop a technology of diagnostics for mastering the course, (3) create tests of objective control of the level of course mastery, (4) create a system of assessing study achievement in the process of studying professional pedagogy. We will briefly look at the approaches to solving only the first two problems.

To solve the *first* task in determining the term "pedagogical diagnostics", a definition was analyzed given by the German scholar K. Ingenkamp [2] and Yu.A. Yakuba [3]. Both definitions mutually supplement each other and make it possible to gain a deeper understanding of the essence and role of pedagogic diagnostics. However, in our opinion, they contain certain shortcomings. In the first and second definitions, such components of the pedagogical system are mentioned as *result* of education, *goal* of education, *pupil*. However, these are just three components of the pedagogical system (hereinafter the PS) out of six [4]. Thus, the logical idea arises that in defining the term "pedagogical diagnostics", which will be discussed below, according to the system approach, either all components of the PS should be mentioned, or the pedagogical system as a whole. Besides the structural make-up of the PS in the definition, the study process is also mentioned, but as we know the pedagogical process is an interaction of structural components of the pedagogical system. Thus, through the concept of the pedagogical process (or rather the process of study or the *didactic process*) we come to a pedagogical system, and the need to determine pedagogical diagnostics from the position of a systematic approach. Taking these considerations into account, we will try to give our own definition of pedagogical diagnostics, by which we understand the process of establishing and measuring parameters which characterize the result of the functioning

of the pedagogical system, and also the influence on the recorded result of each of its components.

In this definition, firstly, the circumstance is recorded that pedagogical diagnostics is a *process*. Thus it follows that it can only be carried out in the process of the functioning of the pedagogical system. Secondly, it is the "establishment and measurement of parameters", which points to two aspects of this process: the theoretical, as establishing parameters requires to a large degree theoretical procedures; and the *practical*, as measurement is an experimental procedure. Thirdly, in this definition, the concept of "state" has been omitted, and only the concept of "result" has been left. At the basis of this decision lie the following ideas. In any pedagogical system, the systemic factor is always the goal. It is for the sake of achieving the goal that the entire system is created and functions. In its turn, the goal that is reached to one degree or another is called a result, and in our opinion, the result of education is the measured and assessed product of education, which is the knowledge, skills and techniques acquired by the pupils, and also the qualities and attributes of knowledge that are formed in them in the process of education (psychological product). This product appears in the process of the first lesson or educational event, with which the functioning of the PS begins. It is the presence (or absence) of this that should be considered to be the main characteristic of the state of the PS. In the regular measurement and assessment of this product (i.e. recording the result) we will have the discrete characteristics of the state of the PS. Thus, we will judge the state of the PS that is not mentioned in our definition according to the result of the functioning of the PS, both intermediary and final. Fourthly, from the definition it follows that the result in the pedagogical system depends on the state of each of the components of the PS and its interaction with all other components in the interests of achieving the goal.

According to our statements that the pedagogical system can be seen both as a didactic system and an educational system, pedagogical diagnostics may depend on the dominating goal of the system and didactic diagnostics (i.e. diagnostic instruction) and educational diagnostics (diagnostic education). Based on the definition of pedagogical diagnostics that we gave above, we will determine the concept "didactic diagnostics" which we examine as a synonym of the concept "diagnostics of instruction": didactic diagnostics is the process of establishing and measuring the level of instruction of the pupil, and also the influence on his achievement of all the structural and functional components of the didactic system.

To solve the *second problem* in the basis of developing the technology of diagnostics of instruction in the course "Professional pedagogy", we applied the personal cumulative coefficient (hereinafter – PCC) for each student taking the course. The PCC is introduced to assess the systematic nature and diligence of work of the student on the study material of the course, including the register of lessons attended by the student. The value of the PCC for each student at the moment of the beginning of the study semester is equal to 1. Depending on the attendance of lessons (lectures, seminar and practical lessons, laboratory work) and fulfillment of the tasks of the lecturer and assistant, the values of the PCC at the end of the semester may be within the limits of 1 ± 0.3, i.e. its value may lie within the limits of 0.7 to 1.3. At the same time, for students who have attended all lessons and fulfilled all the requirements of the teachers, the PCC will be 1.3. Otherwise the PCC will be 0.7.

When sitting a test, the student must gain at least 70% of the maximum number of points. The number of points is multiplied by the PCC. If the number of indexed points received as a result of the multiplication is at least 70% of the maximum, then the student has passed the test. Otherwise, testing continues until the amount of indexed points comes to at least 70% of the maximum value. In sitting a test exam, the student must demonstrate mastery of the material on each of the sub-tests, gaining at least 70% of the maximum amount of points which it is possible to gain in this subject. After this, the points gained are multiplied by the PCC value. The result received is assessed as follows: (a) students who gain less than 70% of the maximum possible number of points make two more attempts to pass the exam, and if they are unsuccessful, they receive a D grade; (b) students who receive from 70 to 80% of the maximum possible number of points receive a C grade; (c) students who receive from 81 to 90% of the maximum possible number of points receive a B grade; (d) students who receive more than 91% of the maximum possible number of points receive an A grade. After this the result can be improved by giving a traditional verbal answer to an exam question.

Thus, in applying the PPC we are dealing with an ongoing result assessment of the student's work, which in a certain way excludes the possibility of passing an exam by working intensively for just a few days prior to the exam. The practice of applying the PPC at the Ukrainian engineering and pedagogical academy (Kharkov) over five academic years made it possible on average to improve absolute progress by 18.5%, and quality progress by almost 24%.

On the basis of the above, we may make the following conclusions:

firstly, the terms "pedagogical diagnostics" and "didactic diagnostics" are determined on the basis of a systematic approach which reflects the diversity of these concepts and makes it possible to raise their understanding to a new level;

secondly, the technology of diagnostics of instruction in the course "Professional pedagogy", based on the use of a personal cumulative coefficient, makes it possible to make the assessment of its mastery an ongoing result. This makes the work of the student systematic, and in its turn, in practice realizes the principle of systemization in study;

thirdly, the use of the PPC is possible not only in the course "Professional pedagogy". The PPC can also be applied in any other course where testing is used, and even in conditions of traditional forms of diagnostics of learning. But this is a possible use of the PPC which should be tested in practice.

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CREDIT-MODULE TRAINING TECHNOLOGIES IN THE TRAINING OF SPECIALISTS OF HIGHER MILITARY EDUCATIONAL ESTABLISHMENTS
V. V. Balabin,
O. O. Beznosyuk

The process of European integration noticeably influences all spheres of public life. Ukraine clearly defined guidelines for entry into the educational and research environment of Europe. A modernization of the educational activities in the context of the European requirements is implemented. Actions on connection with the Bologna process become more intensive.

National military higher education is responsible for training of officers with a broad and deep scientific and technical world-view, professionally competent with developed creative thinking, educated, conscientious and active citizens of Ukraine capable to solve complex and multifaceted problems, which arise during service in the armed forces and in other aspects of life. This type of officer is expected in the armed forces. Is it possible for modern higher educational establishment to perform this task? The analysis shows that there are significant contradictions between the demands on officer training and educational environment of higher military educational establishment (its educational system). Existing traditional system of education rather weakly stimulates the quality of training of the military specialists. It does not take into account changes in their activities, which occurred at the present stage of socio-economic development. This system is in some conflict with the demands of specialists' training, with modern technology of education and it has led to the graduation of officers who are not always sufficiently trained, unable to adapt to modern conditions, psychologically not ready to act in extreme situations.

In order to overcome the shortcomings of traditional system of education in the higher military school, and to ensure a level of training of officers, which meets the requirements of modernity, there is an active search and development of active forms, teaching methods and content of training that would meet state standards. New educational technologies which contribute to the solving of these problems are implemented into the learning process.

The learning process in higher educational establishments should be organized in the following way: every student and cadet (hereinafter – student) must strive for systematic, active, independent mastering of knowledge without compulsion. Meanwhile, every student must be more

independent while gaining knowledge, planning of their learning and choosing necessary consultations, additional information etc. Student should have positive emotions and be interested in the process of education. Such results can be achieved using credit-module training technologies in the training process in higher military educational establishments.

In Military Institute of Kyiv National Taras Shevchenko University credit-module system of control is being used for more than 15 years, and credit-module training technologies are applied for 3 years [1-3]. To calculate the assessment of students' learning results while study of certain discipline according to credit-module technology, we offer such an algorithm [2;3]: (1) modules are formed and module weighting coefficient is determined; (2) result of students' current control of topic of module is determined; (3) result of students' control of module is determined; (4) students' final grade for discipline (100-point scale) is determined; (5) students' final grade for discipline (100-point scale) subject to the exam/credit is determined; (6) final grade according to national scale and scale ECTS [2;3] is determined. Students' grade according to results for the discipline:

$$ r = \sum_{i=1}^{d} r_i * N_i = \frac{1}{n} * \sum_{i=1}^{d} n_i * \left(\sum_{j=1}^{p} \frac{m_j}{\sum_{j=1}^{p} m_j} * \left(\sum_{l=1}^{s} \frac{g_l}{g_{\max l}} * \frac{k_l}{\sum_{l=1}^{s} k_l} \right)_j \right)_i \qquad (1) $$

where

N_i – weighting coefficient of u module;

n_i – quantity of hours given for study of u module;

d – quantity of modules;

g_l – test units according to the results of 1st control of j – topic of u-module;

$g_{\max l}$ – maximal quantity of test units of 1st control of j – topic of u-module;

k_l – proportion of 1st control of j – topic of u-module;

s – quantity of controls,

m_j – proportion of j – topic of u-module; p – quantity of controls.

Estimation of students' successfulness is determined according to the formula [2,3]:

$$R = 100 * \sum_{i=1}^{d} r_i * N_i = \frac{1}{n} * \sum_{i=1}^{d} n_i * \left(\sum_{j=1}^{p} \frac{m_j}{\sum_{j=1}^{p} m_j} * \left(\sum_{l=1}^{s} \frac{g_l}{g_{\max l}} * \frac{k_l}{\sum_{l=1}^{s} k_l} \right)_j \right)_i \qquad (2)$$

Students' grade for discipline subject to test program is calculated [2;3]:

$$r^* = k^* r + k_I * r_I, \qquad (3)$$

where

k, k_I – weighting coefficients according to teaching of students in the process of study of discipline and results of exam;

r – student's grade for discipline calculated according to the formula (1);

r_I – grade of students and cadets according to the results of exam/credit.

Thus, the following conclusions can de made.

First, the existing traditional system of education does not encourage high-quality training of military specialists. This system is in some conflict with the demands of specialists' training, with modern technology of education and it has led to the graduation of officers who are not always sufficiently trained, unable to adapt to modern conditions, psychologically not ready to act in modern socio-economic conditions.

Secondly, the analysis of teaching experience, teaching experiments, as well as scientific researches performed in the higher military educational establishments shows that use of a credit -module technology can eliminate the disadvantages of traditional learning systems, improve the quality of training of military specialists.

Thirdly, the use of credit-module technology in training process has several significant advantages, in particular: (a) encourages active, even, independent work of students during the whole learning process; (b) enhances the learning motivation of students; (c) develops self-reliance,

activity, creativity of students; (d) improves the objectivity and accuracy of assessing the level of training of students; (e) allows to cancel the exams and tests, thus giving time for other types and forms of training of military specialists.

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THE CONDITIONS FOR AN EFFECTIVE TEACHERS' SKILLS IMPROVEMENT SYSTEM IN SPECIALIZED PROFESSIONAL EDUCATION
N. F. Abdunazarova

One of the main reasons for the loss of quality of education in the system of teachers' skills improvement is that the teaching methods do not take into account (or insufficiently take into account) the differences between the teaching strategies that are conditioned by different factors of their professional and personal development.

The experience shows that in order to promote the students' educational and cognitive activity teachers often use different forms of active training, such as business games, simulations, "topical tables", etc. in the educational process. However, the results are sometimes ambiguous. Some students respond negatively and refuse to participate in group training exercises, clearly preferring the conventional forms (lectures, seminars, hands-on courses, etc.). They find a position of an educatee more attractive than that of an equal participant of the educational process where an educatee is oriented towards the search for a solution to a pedagogical task. Therefore it is not by accident that educationists pay more attention to the interconnection between the level of professional and personal development of teachers and methods of their training.

Teachers' work is increasingly referred to the types of work where the entire lifestyle of a person is centered around his professional activity. We may assume that this feature of professional pedagogical activity promotes the emergence of the concepts that are designed to grasp the most stable professional manifestations, which, albeit they emerge in pedagogical activity, can be found far beyond its borders. Research has shown that every teacher undergoes several stages of his professional and personal development. The stages of professional and personal development of a teacher in general coincide with the qualification categories of teachers. However, a qualification category of a teacher is defined, first, by his experience in teaching and, second, by the qualitative indicators of his professional activity (see Table 1). Each stage of teacher's professional and personal development significantly changes his professional behavior from the perspective of self-education and training.

Table 1

The Generalized Model of Professional
and Pedagogical Development by Stages

Development stage	Proficiency level	Characteristics of professional behavior	Competencies
First	Novice teacher	Orientation towards the external rules, models and recommendations	Executional
Second	Young teacher	An aspiration to identify the components of real pedagogical situation and subject it to psychological analysis	Analytical
Third	Competent teacher	Planning and organization of professional pedagogical activity	Designing
Fourth	Experienced teacher	Integral, systemic vision of the pedagogical reality, identification of the essential elements of pedagogical practice	Systemic
Fifth	Proficient teacher	An integral intuitive grasp of a complex pedagogical situation, which requires an urgent solution	Organizational

The stage-based nature of professional pedagogical activity is objective in nature. It is not directly associated with professional and personal qualities of a teacher. A style of professional pedagogical activity is a different matter. It seems to us that it is directly relevant to the personal qualities of a teacher. Over the recent years, the style of professional activity has become an important subject of research in the area of optimization of human activities and integral research of personality. At the same time, the concept of style as an integral professional and personal characteristic is attributed a multiple meaning in modern research. A number of foreign scholars regard individual style of activity as a psychological characteristic of personality. The term "style" is used in

psychoanalytical works in order to study the mechanisms of individual differences in methods of cognition.

As opposed to this approach, the activity-based approach contributed to the creation of the concept of individual style of activity where style is regarded as a characteristic of activity. The style of activity is interpreted in the context of relations between the objective requirements of the activity and characteristics of a personality. The research shows that teachers may be categorized by the predominant style of their professional pedagogical activity (see Table 2).

<div align="right">Table 2</div>

Teacher Types by Predominant Style of Professional Activity

Type of teacher	Style of teaching	Type of training	Competencies
Performer	teaching according to rules	objective and logical training	standard methods
Innovator	a "name" school	situational training	proprietary methods
Technologist	technological training	contextual training	pedagogical technologies

It should not be thought that the listed styles of pedagogical activity and respective types of teachers provide grounds for evaluative judgments, such as that one type is better than another, because one activity involves initiative and creativity and the other does not (executional). Pedagogical proficiency and, hence, creativity (innovative, executional) is inherent in each style of pedagogical activity, but it is implemented in different socio-pedagogical environments. The types of predominant styles of professional pedagogical activity and respective types of teachers are based on a subjective component of professional pedagogical activity, which has a significant influence on the nature of self-education and skills improvement.

The regularities found in the stages of professional development of teachers of different types and their typical styles of professional pedagogical activity enable us to define the predominant learning strategies applied by teachers, that is, the methods of teachers' self-education and skills improvement in the course of their professional and personal development.

At the same time, it should be taken into account that an individual style of professional pedagogical activity established on the basis of professional and personal characteristics in a specific environment of an education institution is almost unadjustable by the training aids. Attempts to make all teachers performers or creators can only have negative consequences. The system of qualification can and should solve the task of helping them to develop the best personal qualities and expand the choice of training aids. The scope, aids and methods of teachers' self-education and skills improvement should be adequate to the identified typological characteristics. For instance, a need for new knowledge and skills should be in line with the interests and professional behavior at different stages of professional and personal development of a teacher (see Table 3).

Table 3

Contents of Self-education and Skills Improvement for Different Stages of Professional and Personal Development

Stage of professional and personal development	Motives and interests in professional and personal development	Content of self-education and skills improvement
First	Interest in others' experience	Study the regulatory and education planning documentation, methods of arranging the education and upbringing process and techniques for learning experience
Second	Conceptualization of his own experience	Study the methods of comparative analysis of the education and upbringing process
Third	Situational application of the experience	Study the methods of pedagogical simulation and design
Fourth	Systematization of the experience	Study the methods of systemic analysis of the education and upbringing process
Fifth	Transformation of the experience into scientific knowledge	Study the methods of scientific research

The established individual style of professional pedagogical activity should be taken into account when selecting the teaching methods in the process of skills improvement (see Table 4).

Teaching Methods Depending on Professional Pedagogical Style

Type of teacher	Aids and methods of professional pedagogical activity	Teaching methods
Performer	relies on ready-to-use models	explanatory, illustrative, reproductive
Innovator	relies on his own professional experience	exploratory investigative
Technologist	relies on objectified experience	problem-based

According to our concept, the selection of organizational forms of skills improvement depending on the level of professional and personal development of a teacher and his predominant professional pedagogical style is a necessary condition for effective learning. Regardless of the fact that the identification of teacher types depending on the predominant professional pedagogical style and the level of their professional and personal development relevant to their professional experience does not represent a systemic categorization, this approach is operational, because the choice of elements of a skills improvement program at the stage of preliminary development of the program can be confined to the types identified. Moreover, the proposed types may serve as a basis for generalization of the diverse needs in the course of studying educational needs of the students. All this enables us to define a conceptual approach to designing the content and organizational forms of teachers' skills improvement.

MODERN PROBLEMS AND METHODS
OF EDUCATIONAL PROCESS QUALITY ASSURANCE
Z. M. Sattarov

A scientific problem of provision of training equipment to support the educational process is not so much about using such equipment in practice as about providing a sound theoretical and methodological justification for the development, manufacturing and further utilization of training equipment, devices and educational and research equipment. Where theoretical research and practical implementation of its results are disconnected, the educational and methodological resources of secondary specialized vocational education institutions in the Republic of Uzbekistan (hereinafter SSVE) are created without relying on the conceptual justifications, for instance, a scientific evidence of a capability of the training equipment, devices and educational and research equipment to effectively implement the goals and scope of training, and without taking into account relations with the external and internal factors and components of the educational process. This considerably impairs the effectiveness of the use of training equipment, devices and educational and research equipment. The main problem is that a theoretical basis for the design of the educational and material resources of an education institution as a whole and its individual elements in particular, is insufficiently developed. It is obvious that scientifically grounded recommendations for the development of training equipment, devices and educational and research equipment are also lacking. Moreover, the theoretical basis for teaching the basics of pedagogical design and operation of the educational and material resources in higher pedagogical education institutions has to be improved.

We believe that the educational and material resources of an education institution should represent a common resource, which is necessary and sufficient for the achievement of the desired goals and objectives of training in accordance with the state educational standards and the entire scope of education. The conceptual notions enable us to identify a few pedagogical requirements to the creation and improvement of the educational and material resources of an education institution. They include the following: (a) a comprehensive nature of the educational and material resources of an education institution to provide the training environment and aids; (b) multifunctionality to provide the effective utilization of the available educational and material resources of an education institution; (c) universality to provide an opportunity to transform

the study places by unifying the training equipment, devices and educational and research equipment. A need for the theoretical and program-based development of a pedagogical technology for the creation, generation and operation of the educational and material resources of a SSVE institution is essential for solving the problem of this study.

The state scientific and engineering expert examination of training equipment manufacturing and use is carried out in order to develop the educational and material resources of education institutions with the use of training equipment and educational and research equipment and to prevent the provision of education institutions with low-quality, unsafe and didactically irrelevant training equipment. The expert examination represents a regulated process of examining an engineering solution and determining the scientific, methodological, informative and pedagogical value of a given model of training equipment, device or educational and research equipment as compared to other similar and/or alternative models. The state scientific and technical expert examination is carried out to determine: (a) whether the training equipment, devices and educational and research equipment are in line with the format of training sessions, classroom discipline or its individual elements; (b) whether they conform to the state educational standards; (c) what is the quality of their methodological and engineering performance; whether they ensure visualization and are easy to understand for students, etc.; (d) whether the model is in line with the technological state of the art, conforms to the declared engineering, ergonomic and pedagogical requirements, as well as safety, environmental and age-specific physiology requirements; (e) whether the examined model is valuable in terms of methodology (content) and whether it is reasonable to use it in education institutions.

The technical expert examination involves control tests of a given model of training equipment, device or educational and research equipment. These include functional tests to determine that the model conforms to the technical requirements and specifications according to the customer's testing program, and method and safety tests in accordance with the state standard (GOST) which regulates safety issues for training equipment, devices and educational and research equipment.

The state expert examination is carried out by a specialized expert council, which ensures an independent and objective scientific and technical examination of the training equipment, devices and educational and research equipment. The functions of this council include the following: (1) ensure the proper level of independent and objective technical,

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educational and methodological expert examination of the training equipment, devices and educational and research equipment for the education system; (2) participate in the development of lists and sets of training equipment; (3) participate in expert examination of the projects for provision of education institutions with training equipment, technical and visual training aids; (4) participate in the development of the most important areas of development and design of training equipment, devices and educational and research equipment; (5) participate in expert examination of the projects under the research and engineering programs associated with the creation of training equipment, devices and educational and research equipment, etc.

The outcome of the scientific and technical expert examination is an opinion on conformance of the documents or models of the training equipment, devices and educational and research equipment to the regulations and modern requirements of the education system, which provides grounds for issuing a conformance certificate for the training equipment, devices and educational and research equipment. Training equipment, devices and educational and research equipment holding the conformance certificates may be used in education institutions regardless of their departmental affiliation.

Thus, the state scientific and technical expert examination and certification of training equipment, devices and educational and research equipment is one of the most important tools for protecting education institutions against supply of low-quality, methodologically poor, technically unsuitable and unsafe training equipment, devices and educational and research equipment.

A NEW PARADIGM FOR QUALITY
IN LIFE-LONG EDUCATION
R. N. Shmatkov

The current situation in Russian education is characterized by the representatives of authorities and the scientific community's increased interest in the problem of quality of education. Nevertheless, scientists, politicians, government organizations and public associations have no common understanding of the concept of "quality of education". Besides, there are no precise definitions of this concept in domestic regulatory documents, which substantially complicates the procedure of accepting measures on the improvement in quality of education. If quality of education is studied in relation to specific conditions, researchers, first and foremost, pay attention to what needs to differ from the "interested parties", e.g. the individual, employers, institutions of higher education, the society, and the state [1].

We can discern basic elements, on which quality of education, as a whole, is "built": purpose and content of education, level of the teaching staff's professional competence, condition of materials and the information basis for the learning process. There are a number of variable components in the quality of education: the content of education; forms of organizing the educational process; pedagogical techniques, the staff's preparation and retraining; employees' motivation in educational establishment; quality of applicants; quality of the educational programs; training of teachers; educational technology; students attitudes to learning etc.

Under the current economic conditions, the new social behavior norm becomes abstract and 'education for one's whole life turns into "life-long education", expressing the ability of continuous self-education. This feature of modern education requires the development of a new paradigm for the quality of education, corresponding to the socio-economic situation, in which our country now finds itself.

Thus it is necessary to take into account that these days a student is sent to an educational establishment, not only for the purpose of gaining knowledge. The student considers the educational establishment as a relatively difficult, but as the only possible way to a new quality of life that is acceptable to him. The ability to build this new quality of life makes the educational service, the result of the educational process, desirable. For good perspective in life, the student has to pay with his parents' money, his own health, and his own time, which he spends on education. Thus, the

student plays the following roles in an institution of higher education's quality: he is the basic internal consumer of the educational, fostering, information services provided by the institution of higher education; (b) he is the accomplice of basic and auxiliary functional processes in the institution of higher education, therefore he has the right to both control and influence the processes and all the institution of higher education's life; (c) he is the basic source of the institution of higher education's financing (in the case of private educational establishments); (d) he is the indicator and auditor of the quality of functional processes.

At the same time, the educational services provided by the university can be characterized as follows: (a) they are immaterial, i.e. they are not tangible and cannot be stored; people consuming them, accumulate certain knowledge, abilities and skills; (b) they are inseparable from their source, the manufacturer, who has the right to sell the same service any number of times to any other person; (c) they are conceived and consumed simultaneously, but this is usually not a single-step, convertible process; (d) the consumer himself is involved in the production of services, without his participation the process loses its meaning [1].

Over the last decade following factors have contributed to a real turn concerning quality of education in institutions of higher education: the tightening of requirements by the Ministry of Education and Science; the establishment of various competitions, including the competition for the "higher educational institution's internal system for maintaining the quality of training specialists", in which both criteria of maintaining quality, and criteria for describing the achieved results are taken into account; increased competition between institutions of higher education and Russia's entry to the Bologna process.

Among various models of quality management systems in institutions of higher education is the special place process approach, which can be understood as any activity, in which resources are used for transforming inputs into process outputs. Systematic identification and management of the processes used by organizations, according to the requirements of the international ISO 9000 quality standards (the Russian version of the GOST R ISO 9000 series [2] and the principles of Total Quality Management (TQM) [3, pp. 40],) and, first of all, the maintenance of their interaction, can all be considered "process approaches". The design process is based on the fact that the quality of education is generally given in the design stage, since all processes in the university are linked functionally and in time. The technique of designing separate processes is regulated by legislative

documents issued by the Ministry of Education and Science, and by doing so develops a "Quality Passport", depending on the design purpose for each process. In educational environment it is possible to mark out the following processes and their respective aims: (1) the process of quality management system (QMS): the aim is to achieve a high quality of education; (2) educational processes: the aim is to increase the quality of services; (3) scientific processes: The aim is to increase higher educational institution's scientific potential; (4) processes of managing financial resources: the aim is to use financial assets rationally and to increase the turnover of educational services in the short term; (5) processes of administrative management (management, environment): the aim is to achieve the best maintenance in the educational and scientific process; (6) processes of personnel management: the aim is to minimize the personnel structure whilst preserving the quality of the educational service.

On the basis of the process approach, the criteria of quality in education will be the following: quality of the applicants' preparation, quality of the professorship, quality of training and quality of the graduates.

At this point of the discussion about the problem of "quality of higher education", one of the debatable questions is the requirements for teaching culture and vocational skills [4]. It is no coincidence that in many countries, the basic form of quality control is in the rigid procedures upon assigning the post of a senior lecturer or professor. The specifics of implementing quality control in institutions of higher education, is that formalizing teacher activity is difficult because it is multi-facetted and creative in character.

In order to realize a system of quality, it is necessary to implement a robust and timely stage of "documenting", i.e. to develop the documentation in order to provide a complete and in-depth report of the system, and the requirements to be followed for the proper implementation of the educational institution. The documents to be used in quality management systems are: a manual on quality, management plans on quality, technical requirements, methodical documents: the proposals and recommendations, work instructions containing the information on the performance sequences of action and processes. The QMS documentation is the normative framework for new paradigms of quality in education.

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**PROBLEMS OF DEVELOPING THE RUSSIAN
EDUCATIONAL SYSTEM IN CONDITIONS
OF INFORMATIZATION AND THE BOLOGNA PROCESS
M. N. Shmatkov**

The development of education in Russia is now taking place against the backdrop of the worldwide process of globalization and integration, from whose influence, today, perhaps no sphere of public life can escape. Now that the world community is soberly aware of its unity and the integrity of civilization, common problems caused by the world's new conditions of existence have become especially acute in the last one and a half decades. In such a situation global existence can be compared with the inhabitants of an overcrowded communal apartment, with no alternative to this "hostel" being discernable in the foreseeable future [5].

It should be said, that the basic tendencies of modern world dynamics have been noted by several researchers decades prior to the tendencies currently revealing themselves in their entirety. K. Jaspers, for example, contemplating the Second World War in a global context, noted: "From this moment onwards the world's history starts to become the uniform history of one sole entity… Now problems and tasks concern the world as a whole. Thus there is a complete transformation of history. The following is now decisive: there is nothing that happens outside the sphere of occurring events. The world has retreated into itself. The globe has become uniform. New dangers and opportunities are coming to light. All substantive problems have become world problems, any situation is that of all mankind" [6, p. 141].

The genesis of global problems is connected with the rise of a modern civilization, the development of industrial society's crisis with its technocratic cultural orientation. Two centuries ago states existed in relatively separate ways. Essential changes, however, occurred at the turn of the 20th century: people's ability to be mobile and to communicate sharply increased due to developments in engineering, economy and transport. This was accompanied by profound changes in the system's social sphere. The present era is characterized by a "compression of social time". The time between the invention of something and its practical implementation is now no longer measured in years, but in months. At the beginning of the 20th century scientific and technical information doubled in volume in the timeframe of several decades, now this period has been reduced to three or five years, and in most information-intensive areas, to about 18 months. The increase in informational saturation in all spheres of

life and the universal introduction of computers in professional activity and daily life has lead to the current stage of society's development of a society having been characterized as a "postindustrial", "information society" (D. Bell, H. Kahn, A. Touraine), a "technotronic society" (Z. Brzezinski), a "superindustrial", "computer society" (A. Toffler), "a society of knowledge", "a society based on knowledge" etc. In connection with the transition of society to a new stage of its development, the development of science and education and the introduction of new technologies on the basis of computer technology have come to be considered the major criteria of progress [1, pp. 148-166].

Under the influence of society becoming more and more based on information, the system of education, being one of the most important social institutions, aims not only at trainees acquiring a certain amount of knowledge and skills, but also, and perhaps even more so, at the transmission of spiritual and cultural values to coming generations, for their socialization and adaptation to the changing conditions of an existence in society. This forces the educational system to react quickly to changes occurring in society. As a result, the globalization of education, its integration into the global and regional educational space (the Bologna process is an example of the construction of a European educational space) and the computerization of education can be considered one of the main directions in which education is heading, not only in our country, but all over the world.

It is necessary to emphasize the close connection between the problems of globalization and those of computerizing education. In this regard, it is pertinent to refer to the opinions of N.I. Nalivaiko and V.I. Panarin, who believe that: "the criteria of globality are the following: firstly, global problems (including education) do not only affect individuals, but also the destiny of mankind. Secondly, these problems are objective factors in global development and cannot be ignored; thirdly, unsolved global problems could result in serious consequences for mankind. Lastly, all global problems are complexly interdependent: the solution for one problem can not be found without taking its influence on other problems into account" [3, p. 109]. It is obvious that the problems of integrating the Russian educational system into the global sphere of education and its computerization, (considered in terms of the structure of the directional development for the Russian educational system) fully meet the given criteria, and therefore cannot be considered separately one from another.

Taking into account the global trends in societal development, including trends in the development of the Russian educational system,

partly including its participation in the global and European educational sphere, as well as the computerization of education, it seems reasonable to argue that in these days it is controlled by an imperative dictated by the objective conditions of social reality. At the same time, we cannot ignore the fact that a characteristic feature of globalization's expansion of the modern world is the fundamental inequality among its participants, and this inequality's growing tendency. As O.N. Smolin noted, experience confirms the majority of scientists' and analysts' opinion, that globalization first and foremost satisfies the rich and advanced countries' interests: globalization makes the rich richer, and the poor even poorer [4, p. 258]. The sphere of education is no exception, which in the context of the Bologna process is especially important for Russia. Considering Russia's entry into the global and European educational sphere, its participation in the Bologna process as one of the major aspects of globalization in the educational sphere, it is necessary to note that the main prerequisite for this was for modern civilization to enter into an essentially new stage of informational development. The computerization of a society is usually connected to three basic aspects of development: the rapid accumulation of information, the invention of new technologies and the development of computer technology as well as means of computerization, innovations on both personal and communal levels. Analyzing these components of computerization shows that effectively developing states invest in education, aspiring to maximal development and use of human potential.

At the same time, we should note that the global and European educational sphere, which developed in western countries is based on ideas and standards constructed to meet the needs of the information era. These ideas and standards also fundamentally focus on theoretical positions, which themselves are based on the concept of a postindustrial a society, which was founded on values of a western technocratic society. In this sense, seen through the prism of global problems in education, Russia's social and cultural self-determination within the dynamics of global processes, poses an especially acute difficulty. This is related to the fact that Russia's active participation in the globalization process, including the sphere of education, only began in the 1990s, was implemented according to Western models and subsequently changed society's structure radically. However, as many experts have noted, between Russia and West there is a great number of basic differences concerning spiritual, social, cultural, geographical, economic, political, ecological aspects, which make it unacceptable for Russia directly to copy Western behavioral patterns within globalization processes in the sphere of education. Passively following the

Western course of development in conditions of globalization will inevitably result in "pumping out" resources, including those in the sphere of science and education. This last factor becomes all the more pressing in the context of the Bologna process. Moreover, the existing differences between Russia and West take on a more radical character, when it is acceptable to describe them as "differences in civilization". Russia, with its millennia old culture, belongs to the Russian-orthodox civilization, or the so-called traditional society, while the West belongs to a contemporary, modernistic and technocratic type of society. On the qualitative distinction between the legal systems of traditional and modern societies S. Kara-Murza writes: "In traditional and modern societies there are very varied, remarkably dissimilar legal systems. The traditional legal system seems so strange to Western people, that they completely and sincerely consider the traditional society to be "non-legal", on the other hand, the implementation of legal norms in a traditional civil society (as has happened in many parts of world during periods of "modernizing") causes people and whole nations heavy traumas, sometimes reaching the level of genocide" [2, p. 34]. The radical difference between Western and Russian civilizations is caused by their dissimilarity: in Russia the spiritual has priority over the material whereas in the West the material has priority over the spiritual. Russians' historical wealth is a wealth of morals, knowledge and scientific values, as well as of art and education. These factors should be established on the basis of defining the course of Russian educational development under the conditions of computerization and the Bologna process.

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ASSESSMENT OF EFFECTIVENESS OF MANAGEMENT
OF THE SYSTEM OF CONTINUOUS EDUCATION
A. N. Kopylov

At present, there is a great deal of talk about the demands of educational establishments for strategic management and assessment of effectiveness of management of the system of continuous education. The need to use an assessment of effectiveness of management in the system of continuous education is even more relevant, because educational institutions in the system structure of the educational process (pre-school establishment – school – college – university) require clearly determined and coordinated goals and missions, and also an adaptation to the changes in the external environment, a review of programs and types of educational services.

The system of continuous education in the North Urals education center is represented by different types of integration, both vertically and horizontally. This ensures a unity of organization and contents, a successive interrelation between all links of education, which together and cooperatively solve tasks of general education, polytechnic and professional training and education.

As we know, for a quantitative assessment of management of the functioning of systems of material production, three main indicators are normally used: productivity, performance and effectiveness (see table). As education is usually classified in the services sphere, the author finds it necessary to note that the effectiveness of management in the services sphere has its own specifics. These specifics are primarily related to the qualities of the object of management – educational services (hereinafter ES), which are expressed as "the ES qualities themselves and the ES qualities that are manifested in the process of their consumption" [3].

The sum total of qualities of an educational service allows us to talk about its quality, which as we know is a complex value, and can be expressed from at least three positions: (a) society, (b) educational establishment and (c) consumer. Some authors find it necessary to add a fourth component – the employer or market [2], but we do not find this to be expedient, as the employers themselves are part of society. Furthermore, as the process of continuous education is directed towards the person and on behalf of the person, the effectiveness of management in the system "school – college – university" should primarily be examined from the position of the final consumer of education services.

Table 1

Comparative characteristics of approaches to assessment by foreign researchers of functioning of production systems

Criteria of approach	Main contents	Authors of approaches
Productivity	Based on production function, describing the interrelation between consumed factors of production and released production	V. Venamen, M. H Meskon, J. Schemerborn et al
Performance	Reflects the ability of the company to achieve the set goal or fulfill the planned task in carrying out a specific operation	R. V. Dierdonk, Van Bart Law, G. U. Marshall et al
Effectiveness	Based on an understanding of the degree to which a certain type of activity generates a specific volume of production output with the least possible expenditure. Frequently, effectiveness means expenditure per unit of product	K. Adam, Antony, M. U. Johnston, K. Etsoni, P. Gemmel et al

The specifics of assessing the effectiveness of the process of managing service from the consumer's position are outlined in the monograph study by Christopher Lovelock. The effectiveness of service and effectiveness of managing service from the consumer's position, in his opinion, are concepts that are not easily distinguished, which is caused by the following three main factors: firstly: "The effectiveness of the service process, especially in spheres in which there is little material evidence and few guidelines is usually quite difficult to assess"; secondly, services "directed towards creation of the person such as education… if their quality does not measure up to the consumers' expectations, it is also very difficult to alter them". For example, "universities do not give students money allowances for uninteresting and ineffective lessons. And even if educational establishments agreed to organize additional free lessons with a different teacher for dissatisfied students, they would still have to spend additional mental efforts and time"; thirdly, "when services are under discussion that are based on the processing of information, if their quality does not suit the consumers, this leads to considerable problems", which

may not only be linked with wasting time, efforts and money, but also with damage to the client's reputation, for example mistakes in banking and accounting service or legal/educational consulting etc. [1].

It must be noted that if information on input (quantity and quality of consumed resources) can be assessed quite accurately, information on output (quantity and quality of results received) is very difficult to assess quantitatively. In this connection, we must note several important aspects: (a) as many authors stress, the basic problem is to ensure maximum representation of the method of assessment chosen by the researcher. Nevertheless, F. Kerlinger notes that in humanitarian sciences, the level of representation is usually assessed by two main criteria: justification and reliability [5]. These criteria can easily be a sound alternative to criteria used in the mathematical theory of measuring; (b) owing to the complexity and specific nature of the object – education services – the researcher's tasks should be concentrated not only on determining the economic effectiveness of management, but on the humanitarian (social, pedagogical, psychological etc.) component.

Owing to the imperfection of traditional approaches to determining the effectiveness of managing the services sphere, K. Adam, M. Johanson and I. Gravesen proposed six general requirements for determining the effectiveness (productivity) of services: (1) the result (outcome/output) of the service process must be assessed based on its value for the consumer/client and from the position of the consumer/client; (2) the output of the service process should be determined by the level of its quality; (3) the consumer/client must become a part of the concept of management of effectiveness/productivity of services; (4) units of measurement of effectiveness/productivity of services should be connected to the interests of the consumer/client; (5) instead of indicators characterizing the statics of the resources used and the outcome, dynamic indicators of effectiveness/productivity should be used; (6) situation specific units of measurement should be developed taking into account the complexity of different types of operations that are part of the specific service [4]. Similar approaches concerning the effectiveness of management of education, expressed in figures of assessing the quality of education services in the system of higher professional education are presented in a collective work by scholars from the Urals region [3].

Based on the above, the following conclusions can be made: firstly, in the services sphere the concepts "effectiveness of services" and "performance of services" are very close concepts, which are difficult to

distinguish from the concept "achieving a certain quality of services"; secondly, the author believes that managing the effectiveness of the process of continuous education must be examined as management of the result of education services received at the stages "school – college – university", based on the value of the educational service for the consumer and from the consumer's position; thirdly, the services of the consumer of continuous education should become part of the concept of management of the effectiveness of services in the system "school – college – university"; fourthly, units of measurement of effectiveness of management of services of continuous education should be connected with the interests of the consumer.

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PRACTICE OF REALISATION
OF INNOVATIVE TECHNOLOGIES AT UNIVERSITY
A. A. Kalybekova,
K. Zh. Azhibekov

One form of developing training is problem training where the technology involves a system of problematic tasks of a varying degree of complexity. The essence of this technology is that the teacher does not give knowledge in a ready form, but sets students problem tasks that impel them to look for ways and means to solve them.

One of the characteristic types of problem situation for pedagogical practice is the situation that arises when students face the need to use previously acquired knowledge in new practical conditions. The main task of the lecturer is not so much to convey information as to inform students of the objective contradictions of the development of scientific knowledge and ways to solve them. In cooperation with the teacher, students and pupils reveal new knowledge for themselves, and understand the theoretical features of their profession or branch of science. The logic of a problem situation is fundamentally different from the logic of an informative lecture. If the content of this lecture is introduced as known material which only has to be remembered, at a problem lecture, the new knowledge is introduced as something that is unknown for the students. The function of the student is not just to process information, but take an active part in discovering knowledge that is unknown.

The main didactic method of "turning on" students' thinking at a problem lecture is creating a problem situation which has the form of a cognitive task that has some contradiction in its condition and ending with a question (questions) which objectify this contradiction. The answer to the question that resolves the contradiction remains unknown. The cognitive tasks should be accessible in their difficulty for students, they should take into account the cognitive abilities of the pupils, fit into the topic of study and be important for mastering new material. What is the didactic structure of a problem lecture? Its main method, as in any lecture, is logically arranged verbal exposition, which precisely and profoundly covers the key point of the topic.

The study program and the system of subordinate sub-problems that are drawn up by the teacher before the lesson are made to fit the logic of exposition. With the help of according methods (posing problem and information questions, advancing hypotheses, confirming or rejecting them,

analyzing the situation etc.), the teacher impels students to do their own thinking, and search for unknown knowledge. An important role in the problem lecture is played by dialogue type communication. The higher the level of dialogue at the lecture, the closer it is to a problem lecture, and on the contrary, a monologue exposition brings the lecture closer to an information form. Thus, at a problem lecture the following two important aspects are fundamental: (a) the system of cognitive tasks reflecting the main contents of the topic; (b) dialogue type communication, the subject of which is the material introduced by the lecturer.

Case studies are one of the most effective and widespread methods for organizing the active cognitive work of pupils. The method of analyzing case studies develops the ability to analyze complex life and production tasks. When encountering a specific situation, pupils should determine there attitude to the situation, whether there is a problem involved and what it consists of. The problem situation is a certain combination of factors from real life, and its participants are like actors who try to find a solution, or come to a conclusion that a solution is impossible.

An assessment of knowledge is an important indicator that determines the level of students' mastery of the educational material, development of thinking, independence, and an increase in motivation for study activity. The modern teacher should have computer methods for teaching various disciplines, which should not only help him or her organize the study activity of pupils, but carry out effective control, diagnostics and management of the study process. Developing test tasks and training exercises is particularly important, which make it possible to automate the process of gathering, keeping and processing information that is necessary for control of knowledge and psychological-pedagogical diagnostics.

At the South Kazakhstan State University named after M. Auezov (hereinafter SKSU), major attention is given to the development of computer technologies in education, and developing specialized systems for testing students' knowledge. Their active use helps to maintain the necessary level of education. Testing is widely used at SKSU for intermediary training and final control of knowledge, and also for study and self-tuition of students. The tests of achievements make it possible to assess the success of mastering specific knowledge, and even individual sections of disciplines. They are a more objective indicator of learning than assessment. Pedagogical testing on a computer with a special program that provides the necessary presentation of test tasks and processing of results of testing implements a range of functions in the pedagogical

process: assessment, stimulation, development, instruction, diagnostics, educating etc. At our university, the teacher may directly manage the testing process: to schedule the time of the test, give points for answers, out of the sum of which the program gives a final mark according to the five-point system, and determine the sequence of questions (in order or randomly). With the control system, the teacher can give a password to each student or group to enter the test.

We would like to single out the most common innovative technologies in the education process used at SKSU. In organizing the study process, a characteristic sign is variation of technologies that activate the mental activity of students: problem questions, heuristic conversations, brainstorming, training sessions and case studies (study based on specific study situation, study games, discussions and disputes). As an organization component, additional literature is used, new sources of information, computers and audio-visual means. At the same time, individualization of the educational process is carried out using the capabilities of computer information technology.

Among the innovative pedagogical technologies, we believe the most promising to be case studies, reflection as a method of self-knowledge, self-assessment and technical-diagnostic and developing training technologies (business communication, personal development, communication skills). At the university there is wide us of the diagnostic method of monitoring quality of education, which makes it possible to assess the results of the students' study activity, taking into account their real study abilities and their initial level of knowledge. The most promising system of assessment is rating the student's knowledge. The data of diagnostics is used for subsequent adjustment of study activity. The university structure has a center of telecommunications systems, the tasks of which include planning, carrying out and accompanying all types of work in this area; there is a corporate computer network with coverage of all study buildings and structural study and production departments. Each employee, teacher and student has free access to the Internet from any workplace in the university network. The creation of a university computer network has made it possible to introduce a centralized system of test control of students' knowledge with a minimum number of people with access to the databases of test tasks and functions of administration. This system ensures the automated process of testing students, which is managed from a common service center, where all the record and statistical information on testing results is concentrated and accumulated.

The creation of a corporate computer network at SKSU and its connection to the Internet is seen as one of the steps of introducing long-distance education.

At present, a database has been created and transferred for use at the information center of SKSU, including 500 textbooks in electronic form, access to which is provided by hyperlinks from the general registry. Long-distance access to this database is possible from any workplace.

As part of introducing information technology into the study process, the development of virtual laboratory courses on the study discipline is carried out at university departments. This makes it possible to raise the level of automation of the study process and enables the introduction of long-distance forms of education.

Thus, a theoretical and practical analysis of this problem, and progressive pedagogical experience of teaching at the university, show that the most constructive solution is the creation of psychological and pedagogical conditions in the study process in which students can take an active personal position, and to the fullest extent to express themselves as a subject of study activity and their individual "I", i.e. to increase their cognitive activity.

RELEVANT PROBLEMS OF EDUCATION
QUALITY MANAGEMENT
K. Zhaksylykova,
B. M. Utegenova

Key concepts:

management quality – a group of characteristics (qualities) of management of the education establishment, thanks to which it is able to satisfy established or expected requirements, meet certain demands and finally provide a level of functioning and development of the educational establishment that is determined in the specific situation;

education quality – the degree to which the set educational goals and tasks have been achieved;

education quality management – a group of coordinated measures directed towards providing for the education process and achieving the set norms of education;

educational monitoring – the system for organizing the collection, preservation, processing and distribution of information about the activity of the pedagogical system that provides constant monitoring of its state and predictions for its development.

There are several well-established approaches to solving the problem of education quality: (a) based on TQM methodology (ISO standards 9001:2000, various models of development), (b) placing attention on the contents section of education, (c) based on an assessment of the level of education of students through supervision of the study process and university certification [1]. However, only the first approach singles out the system of quality management as a subject of study, and so this is the approach that will be discussed in this paper.

The existing situation surrounding systems of university quality is muddled and cause for concern. The goal that universities follow when they organize their quality systems is so far unchanged: the system of quality should be organized according to ISO standard 9001, in order to meet the requirements of the Ministry for Education and Science of the Republic of Kazakhstan. Differences in understanding, or lack of understanding of the need and possible options for creating management quality are probably connected to the following:

firstly, the lack of a coordinating principle in conducting work to create systems of quality management, and above all the system of continuous education and training of personnel. This culture needs to be formed

starting at the university. If one takes our mentality into account (and quality management has a national aspect), one must offer universities a standard for a quality system which is developed taking into account the requirements of ICO standards, or the leading experience of quality management in European universities (incidentally, European universities are more frequently guided by models of improvement, and not by the ICO standard);

secondly, confusion in terminology over concepts that are interpreted ambiguously ("quality management", "system of quality management", "comprehensive system of management", "integrated system of management" etc.);

Thirdly, the difficulty and overloaded nature of models of quality systems, which make it difficult to accept and understand them. Knowledge about quality and paths to attain it should be understood by everyone, so in the initial stage, superfluous knowledge should be disregarded, and there should be a move away from excessive theorizing and towards specific algorithms.

Solving the problem of education quality by organizing an internal university system of quality is formed from a step-by-step solution to tasks, particularly: (a) if the leadership recognizes the need for changes dictated by the market and indicated in the directives of the Ministry of education and science of the Republic of Kazakhstan; (b) identification of the requirements of the university, and their expectations; (c) active work with suppliers of school-leavers (secondary school, colleges) and customers of university specialists (enterprises, organizations) etc. This work will be a good organization basis for the formation of regular management. Changes should go in two directions: improving the system of management and the contents section of education.

The next stage is selecting a standard or model in accordance with which systematic work can be carried out on quality management. The choice of the management system will depend on the organization profile or type of organization, and the level of organizational development of the educational institution. It must be determined which factors influence achieving the final goal, and to what degree. On the basis of these factors, criteria for the system of ensuring education quality are singled out, according to which an assessment can be made, and namely: (a) contents of education, (b) level of specialist training, (c) work placement of graduates, (d) professorial and teacher body, (e) information and methodological provision, (f) material and technical provision of the education process, (g) educational technologies used, (h) scientific activity.

Based on the fundamental provisions of the humanitarian approach to education, quality management is seen in the role of the special function of the university as a complete self-organizing system, which stimulates the subjective qualities of the academic community directed towards solving tasks of training competent specialists for the sphere of education. According to this concept, the administrative actions by managers of all levels consist of creating favorable external and internal circumstances for the effective activity of teachers, students and other subjects of professional training.

Parties that are interested in training highly-qualified, competitive specialists in the education sphere are the state, society, students and the institute of higher education itself which carries out this training. Therefore, it is necessary to study and take into account the requirements and interests of each of these participants.

For systematic organization of education quality assessment at institutions of higher education in the country, Centers for monitoring the quality of specialist training have been created. The strategic goal of these centers is to assist in forming a quality policy at the university in accordance with the fundamental provision of the Bologna process to the effect that quality is the cornerstone of improving the system of higher education. In order to attain this goal, a wide range of issues are studied, and above all the opinions of students, teachers and university employees on the quality of specialist training at the institute, and also the opinion of employers about the quality of professional pedagogical training of graduates.

Selection of criteria according to which quality of specialist training will be assessed. In selecting parameters for assessing the quality of specialist training, one must primarily be guided by state requirements of quality, and take into account the special features of the internal university standard of quality. The criteria of the quality of the process and the result of training are clearly named at the very beginning of professional training, before the start of the educational process, and then they are regularly followed until the completion of the study process at the university. At the same time, one must take into account the dynamic of changing conditions of the development of the system of higher education (for example, the signing of the Bologna declaration by the Republic of Kazakhstan), which makes new demands on its quality. The final assessment of quality of professional training of specialists at the pedagogical university can be presented in the form of a set of four groups of criteria: the quality of the objectives of the subjects of the educational process, the quality of the

contents of training, the quality of education technologies and the quality of the result of training future specialists.

Development and realization of monitoring quality of specialist training. We distinguish: initial diagnostics of students' capabilities, which are important for the effective professional formation of the future specialist of the education sphere (their interests, inclinations, features of professional motivation etc., in order to determine the optimal trajectory of their entry into the profession), and diagnostics in accordance with parameters according to which monitoring will be carried out, and the quality of professional training will be assessed. The initial diagnostics should be carried out immediately after the student starts the first course, before lessons begin, so that faculties, department and teachers working directly with students have a clear understanding about the starting level of preparation for the students to master the profession.

The positive experience of realizing the system management of the quality of training specialists makes it possible to say that a humanitarian approach to quality management allows the subjects of the education process and the efforts of management subjects to be focused not only on external parameters of quality (knowledge, skills etc.) but on humanitarian professional and pedagogical values (pedagogical culture, professional and personal competence, professional honor and dignity etc.).

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PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF THE ORGANISATION OF THE SYSTEM OF PEDAGOGIGAL ASSESSMENT IN THE EDUCATIONAL PROCESS

S. Z. Zunarkhuzhaeva

The use of methods of pedagogical assessment of the educational process is inhibited by the complexity of procedural issues caused both by not fully defined methodological provisions, and the significant difficulty of the process. And this is despite the fact that general qualimetric methods used in assessment of the education process are a powerful means for objectifying an assessment of its quality. At the same time, methods of general qualimetry applied to pedagogical objects open up greater opportunities to raise the quality of pedagogical activity (as a result) and for an operative adjustment and improvement of the pedagogical effect on the pupils (as a process). Therefore, several relevant tasks arise, and above all the following: (a) revealing the criteria of assessment of the educational process as a whole and its individual components; (b) determining for a certain period the standard level of indicators of the effectiveness and quality of instruction; (c) development and improvement of mechanisms for assessing the educational process according to the established criteria.

We will examine the methodic aspects concerning information provision and the technology of pedagogical assessment. When talking of the assessment of the educational process, we must take into account the end result, on the one hand, and the process in its dynamic on the other. At the same time, any educational process may be regarded informationally and organizationally as a certain selection of mutually linked and structured characteristics. In practice, operations of assessment and selection must be carried out many times at each stage of the functioning of the educational system applied to each of its components, starting from the moment when the main object of pedagogical influence comes into the pedagogical environment, and ending with the assessment of the final results of the educational process. And the tasks are complicated by the following factors: (a) the educational system is a social system characterized by diversity and complexity of interrelations of its elements; (b) the educational system is an open system, which is strongly influenced by the socio-economic environment and depends on it; (c) the tasks and the end result of the educational process are determined in relation to the external environment, which in itself is very dynamic; (d) in pedagogical assessment, wide use is made of linguistic information; (e) assessments

of subjects of the educational process, which complicates the formalization of both criteria and assessment procedures etc. Therefore, success in solving the task of improving the educational system is directly linked with solving the problem of assessing the quality of the educational process, and the growth of demands for the quality of the educational process accordingly leads to the need for a constant update of tools, and the application of scientific methods of pedagogical assessment.

The procedure of pedagogical assessment is a powerful mechanism for managing and planning, as it helps individuals taking strategic decisions to check the correctness of the choice they have made at organizational and methodical level. The assessment is vital for the development of the education system in general, and for each individual subject of the educational process in particular. According to the results of pedagogical assessment, conclusions can be made on the pedagogical and functional effectiveness of the education system. In this light, conducting a pedagogical assessment is equivalent to comparing different versions of the education system. In other words, the activity on pedagogical assessment tests the adequacy of the results of efforts spent on realizing initially determined goals and strategic directions of development. A successful realization of the process of pedagogical assessment depends on criteria, and their precise determination and inclusion in the original goals of the education system itself which is to be assessed. The process of pedagogical assessment is not just recording an individual moment of the real state of the education system, but a description of the process in time and space (relative to the surrounding environment). Accordingly, the process of pedagogical assessment should be integrated into all levels of pedagogical and organization methodical activity, and be carried out constantly.

There are significant differences between the assessment of the entire system of instruction in general and an assessment of the realization of the specific education program, and between an assessment of different educational structures of the study institution and an assessment of individual study events. Accordingly, not only the assessment component of the education system should be detailed, structured and precisely determined, but also the assessment system itself. It is difficult to assess the degree to which goals of the study program have been achieved if its goals were not determined at the initial stage. It is also impossible to comment on what degree educational standards have been taken into account if they were ignored in the process of developing educational programs. As carrying out pedagogical assessment depends to a large

degree on specific subjects of assessment involved in the education process at different levels, they should have precise information about the goals, contents and scale of assessment, and the role of each participant. Only by presenting adequate information to interested parties and determining their functions is it possible to achieve the desired results of carrying out the pedagogical assessment.

Another condition of the correctness of pedagogical assessment is of course the use of adequate and appropriate methods. Of course, the selection of methods depends on the goals of pedagogical assessment and on the available means, but in general it assumes transparency and repetition of the results of assessment. Transparency is important so that subjects of assessment examine themselves in the context of assessment and not control. In this sense, transparency enables the recognition of the components of assessment, and thus the justification of gathered information. The factor of repetition has the same measure of importance, as the results of pedagogical assessment may have significant consequences, and thus any doubt in their methodological correctness must be completely excluded.

As for methodology, given that pedagogical assessment may be quite a difficult process, it is recommended to carry it out on two levels. Above all, it is very useful to use control sheets that contain questions of different levels, as they oblige the subject of assessment to take a systematic approach and observe the object of assessment in its full extent. Secondly, different questions coordinated with different participants of the educational process should be expressed in operational tasks for different aspects of the process of pedagogical assessment. At this stage, more complex methodological mechanisms are used, such as interviews, questionnaires, observations, and gathering of statistical data. And finally, as far as the formal side is concerned, an assessment cannot be restricted to purely scientific methods of measuring the level of quality, but must also contain observations of qualified experts and interested sides.

Thus, in the context of decentralization and individualization of professional education, all participants involved in this process may determine their own contribution to processes taking place in the system of education, and compare it with the achievement of equivalent education structures in other countries.

INNOVATIVE EDUCATIONAL TECHNOLOGIES IN RECORD-KEEPING

T. D. Davydenko

Taking into account the requirement of education in training managers, the department of Information technology and higher mathematics at the Minsk institute of management is working with the corporation Galaktika, the firm Electronic Office Systems, developers at Consulting Plus, the Department for Archive and Record-Keeping of the Republic of Belarus etc. This helps us to activate instruction of students in accordance with new technology. The tasks solved by the system of document management in information technology are: (a) business re-engineering of government structures, based on the possibilities of information and telecommunication technologies and values of open civil society; (b) the "Electronic government" concept of carrying out state management; (c) provision of effective management by control of implementation; (d) support of quality that corresponds to international norms; (e) ensuring and supporting effective accumulation, management and access to information and knowledge; (f) exclusion of paper documents from internal circulation of an enterprise; (g) realization of the possibility of access to information from any territorially remote point etc.

The study discipline "Record-keeping and business correspondence" consists of two parts: standards of record-keeping and information technologies in record-keeping. Control of knowledge and practical skill is carried out with the help of computer tests and training sessions. Tests and examinations are sat according the testing system at the testing center.

CONTINUOUS FORMATION AS A CONDITION AND THE FACTOR OF FORMATION OF THE PROFESSIONAL OF NEW TYPE

CONTINUING EDUCATION AND PERSONAL DEVELOPMENT
L. K. Kuzmina

In the context of new information technologies and a transition to the innovative model of development, continuing education becomes very important both from the social and personal perspectives. The development of personality continues throughout a person's life and has different individual characteristics at different stages. The conditions and factors of personal development include the educational attainment, willingness for self-education and different professional activities. Each stage of personal development has its own individual characteristics. The regularities of personal development at different ages become specific through its individual features.

Individual forward-looking goals for professional improvement invoke inner motivation for being active. Continuing education helps to achieve goals. A need to act in order to achieve an expected result and activate inner reserves in order to overcome the external and internal obstacles to achieving distant goals arises from comparing the current situation with the expectations. At the same time, activity makes the immediate personal motives subject to more distant actions, which are regarded as something more necessary and proper, thereby hampering the implementation of behavior models that are not in line with them. This results in behavior that neutralize the inner conflicts. The moral aspect of a personality is enhanced by his own behavior aiming to overcome inner difficulties, which is in many cases achieved by continuing his education. In the course of his life, a person faces contradictions between the level of development achieved and the place that he takes in the system of social relations and social functions he performs. A person overgrows his lifestyle, which lags behind his capabilities and becomes unsatisfactory to him. A person motivated by innovative behavior aspires to get a new status and be involved in new activities. The implementation of these aspirations helps him to find new sources of his development.

Previously gained knowledge undergoes some changes. While some knowledge is in demand for a long period of time, the other knowledge is lost. What is important is what continues to define the motives of activity, what influences self-realization and what makes it possible not only to use knowledge gained but also to reuse it under new circumstances. Previously gained knowledge may change under the influence of new conditions and requirements. Continuing education promotes cognitive activity, the development of emotional, volitional and needs-related aspects of a personality and mastering of new forms of behavior and new methods of operation.

What becomes important is the individualized nature of modern education, which helps to take into account the circumstances of each individual. In this connection the choice of an optimal form of educational process becomes actual. Self-education becomes a principal form of education due to the development and spread of computer based training.

Continuing education has a number of features. Worth mentioning among them is its individualized nature. A powerful influence of information technology resulted in an opportunity to choose a specific educational process on the basis of various educational programs. A person can select them taking into account his working needs, personal interests and motives.

The development of the continuing education system enables man to gain new knowledge that promotes changes in the behavioral motives, the development of skills and abilities, etc. The development of this system enlarges the concept of education, enhances the role of many social institutes and makes educational functions more significant. A condition for the efficiency of continuing education is a person's psychological willingness for innovations. One of its key components is personal orientation and an aspiration to implement new methods and forms of professional activity.

Thus, continuing education is one of the important conditions for the improvement and development of a personality and the improvement of the efficiency and quality of his work.

CATEGORIZATION OF THE INTEGRAL TASK-ORIENTED COMPONENTS OF VOCATIONAL LYCEUMS TEACHERS' ACTIVITIES AS A GOAL OF THEIR CONTINUING EDUCATION
A. S. Mischenko

A socio-pedagogical survey of vocational lyceums in St.Petersburg (carried out in 1994 - 2008) has enabled us to identify two important areas of modernization of continuing education of teachers. These are: (1) an ability to develop an essential ("categorical") idea of a modern system of the integral task-oriented components of education and upbringing; and (2) a new "social reference" vector of developing teachers as agents of the system of relations with students. Due to the limited scope of this study, we will discuss only a few aspects that represent the essence of these two areas.

Our survey shows that the development of the first area of moderniazation of continuing education of vocational lyceum teachers should take into account the multipurpose nature of their activities. The fact is that the modern scope of a vocational lyceum teacher's activity contains a system of goals associated with education and upbringing of students. These goals include the following: socio-cultural development of the students; ensuring socialization of the students; development of teenagers as agents of productive labor; and development of their innovative, competitive, social and civil capacities. In other words, the vocational lyceum teachers are confronted with an entire system of goals for developing in young people the qualities associated with the orientations to success and confidence in their personal, professional and civil opportunities. All these goals should be deeply felt (and realized) by teachers in the course of their continuing education, because, in our opinion, they are adequate to the essence of the modern economy both in Russia and in the world (see Figure 1).
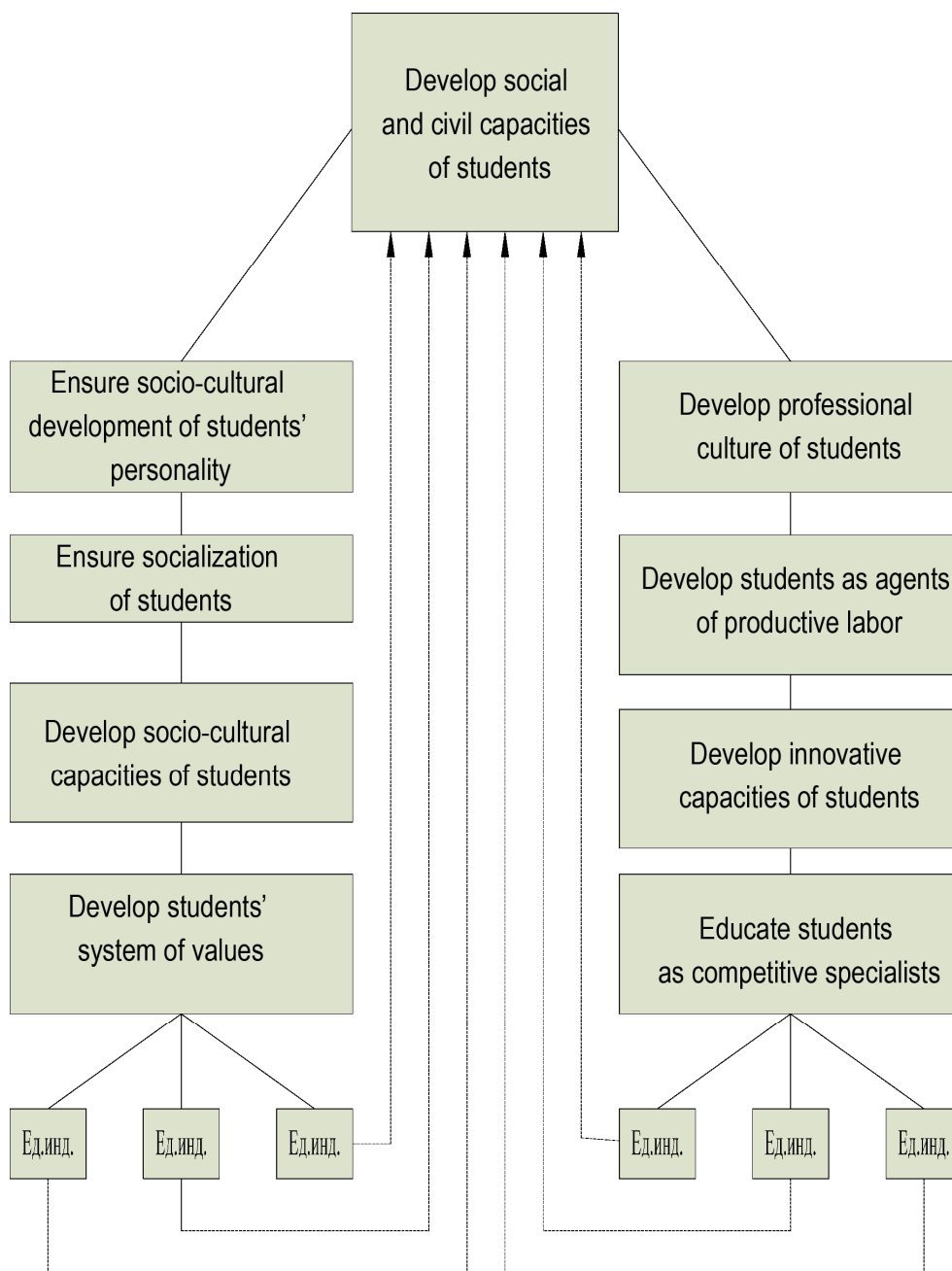
Figure 1. The system of the integral task-oriented components of vocational lyceum teachers' activities to be shaped in the course of continuing education

The development of the second area of modernization of continuing education of teachers, in our opinion, depends on the possibility to implement three types of meaningful interactions with the students. They include the following: role-based interactions; subject – subject interactions; and personal ineteractions. Such grouping is valuable because these social interactions between teacher and students symbolize a shift from the dominance of "to have" principle to the dominance of "to be" disposition. The survey has enabled us to build and provide a theoretical justification for a social reference vector of teachers' personal development in the course of their continuing education. This orientation of continuing education of a teacher creates the conditions, in which his personal evolution and dynamics of his interactions with students develop from the insularity and "deafness" (object relations) through harmonious (subject – subject) relations between teacher and students to a system of profound, truly human (personality – personality) communicative relations. Our monitoring and sociological survey show that the social reference vector of the professional lyceum teachers' development dynamically changes in this direction. This enables us to hope that in the modern context these processes will form a "basis" for the radical modernization of primary and secondary vocational education of young people.

Thus, the social and educational meaning of continuing education of teachers, in our opinion, should be associated with the training that will help them to develop an idea about the deep mechanisms of modern socialization and professionalization of young people and to develop their socio-cultural capacities at a professional level. This is connected with teaching teachers to perform independent "microsurveys" of the system of socio-economic and spiritual conditions of young people's life along with studying the essence of personal potential of students and developing in them a need to be active members of modern civil society. Our long-term research, in particular, shows that in the modern conditions continuing education of vocational lyceum teachers should provide them with the essential abilities and skills for solving problems associated with the integration of students into modern civil society, their professionalization and developing in them a system of professional values. It is also necessary to take into account that the content of continuing education of teachers and categorization of the integral task-oriented components of their activities are, in fact, conditioned by a few tendencies described below.

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First, social values have undergone drastic changes in society and among young people. The ways of integration of individuals into society which were promulgated and approved as valuable in the past, such as studying and working for the benefit of society, being committed, supporting one's mates, enhancing team spirit, rejecting excessive material welfare, etc., are replaced with new principles. For some people it involves the pursuit of private ownership and capital and an aspiration for self-enjoyment; for others it is an everyday fight for jobs, working conditions, basic survival and good education; for still others it is mastering professional methods of work on the basis of private or collective ownership, using new freedoms for creative activities, searching for the opportunities to develop national and cultural traditions, etc.

Second, the methods of socialization have changed. While in the past, socialization of young people was in many cases supervised by the older generation, in the modern socio-economic and socio-political conditions the influence of educators of all types diminishes, because they themselves are subject to the social shifts, fluctuations, shakedowns and stresses. Socialization and integration of teenagers into civil society followed and still follows the path of strengthening their personal self-orientation and self-organization. All this happens in the conditions where the new social changes and values have not yet developed into a legitimate criteria and norms-based paradigm for the development of personal qualities in the younger generation.

Third, the process of individualization of young people has become significantly more intensive. This is promoted by the replacement of the standard Soviet model of the "proper man" by a much greater diversity of competing behavior patterns, yet with the dominance of the "egoistic man" model. In our opinion, this leads to the "extreme" alternatives of youth stratification into "antagonistic" social groups. In these conditions, continuing professional education should ensure that teachers master the "corrective technologies" for different sets of criteria, standards and regulations, which teenagers rely upon.

Fourth, the process of personal integration into civil society is to a greater extent associated with professional training. The level of potential and real competitiveness of an individual becomes a center, while his creative and innovative capacities become a "core" or a deep essential characteristic of his involvement in modern civil society.

Thus, the scientific analysis of the categorization of the integral task-oriented components of activities and the social reference vector of

development of modern teachers in the course of their continuing education enables us to do a few things: first, to consider the most important goals of continuing education on a comprehensive basis; second, to express them in the form of specific professional positions of teachers; and third, to take into account not only the scope of functional training of teachers, but also social mechanisms for integrating their continuous professional growth into the activities of a system of institutes of primary and secondary specialized education of young people. All this opens new opportunities for providing teachers with positive assistance in the course of their continuing education. This approach to continuing education of pedagogical staff enables us to suggest them the following paradigmatically important idea: in the modern context, labor training of young people should not be understood as a socio-economic and functionally instrumental technological process only (from the narrow perspective of its objective substantial characteristics). Students' labor is, first of all, a special, axiologically objective subject matter of students' attitude to their profession and a special personality-oriented form of the acquisition of spiritual and material culture of a particular society.

THE CONFLICTOLOGICAL COMPETENCE
OF A MANAGER IN AN EDUCATION SYSTEM:
PROBLEMS AND WAYS OF DEVELOPMENT
D. K. Kamenova

Summary: The report discusses the conflictological competence of a manager in an education system and determines its key role in the system of competencies required for his professional fulfillment. The work offers a didactic model for achievement of this competence based on the logic of motivation, orientation and training. The methodology is intended to enable a manager to master the strategies for resolving and introducing creative and innovative types of conflicts in practice.

Introduction. The scope of the system-based courses in pedagogy, psychology and teaching techniques is too limited to include the subjects related to organizational and pedagogical conflicts. Conflict management is an area, in which teachers, and especially those of them who select to manage educational programs, are not specifically trained in the course of their university education. Behavior of managers in an education system and the strategies applied to resolve conflicts more often than not turn out to be a result of imitation or are shaped on a situational basis at a low level of conceptualization. The first confrontations with a diversity of conflict-induced problems in the school environment or in the external organizational environment eventuate in unsatisfactory performance and serious high-stress experiences. The term "conflict-induced" suggests a few alternatives: a conflict may escalate (in its turn, a conflict can be constructive or destructive depending on its scope and determinants), or it can transform into the "avoidance of violence", or it can perform a preparatory function involving conflict prevention. Today, conflict management is a real serious problem.

1. Relevance of developing the conflictological competence of a manager in an education system. A new profile of the educational programs and the social environment require a specialized pedagogical investigation, analysis and systematization of the results of training in conflictology. This area is poorly developed in Bulgaria, as opposed to West-European and Russian traditions. An analysis of specialized literature and the social

practices enable us to define the problem of the study as one associated with the inconsistency between the acknowledged need for developing and improving the conflictological competence on the basis of differentiated training and an insufficient number of systematized theoretical and practical developments available to us. Today, the conflictological competence is an integral part of a manager's professional competence. It is especially important for a manager of educational programs. The school environment is a place where psycho-social characteristics of different generations and pedagogical staff with different professional aptitudes, as well as interests and culture of parents of the students interfere with each other. Moreover, a transition of society from one social system to another, as it happened in Bulgaria and other societies in Eastern Europe, adds to the conflict-induced problems through the process of changes in the economic, education, cultural, political and other subsystems.

At the third level, the confrontation of civilizations also gives rise to conflicts. We can conclude that a manager of an education system works under a complex conflict-induced situation with the components of different types, such as pedagogical, social, working, organizational, ethnical, etc.

2. The key conflictological problems faced by a manager in an education system.

1. "Resolving"[1] of the new conditions of conflict that form a basis for a discussion about the conflictologial competence of a manager (including a teacher acting as a manager of the educational process) gives rise to the question of changes in characterology and style of behavior of the School and the professionals working in it (since any organizational change causes resistance). This question is inherent in the education system. Pedagogy of cooperation, support and reconciliation implies "nonintervention" and "nonviolence" (C. Xypas 2001, 73–75). "Nonintervention, nonviolence and making allowances are associated with a big and complex problem of acceptance of the other person, who is also different". The inclusion and involvement of everybody in a dialogue should be built on the truly shared equivalence and equal positions, nondiscrimination, positive evaluation and use of specific advantages (not drawbacks) of any community, any group, any family or any person" (Rasheva-Merdjanova, 8).

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[1] J. Galtung prefers to refer to *conflict transformation* as "a prevention of future violence". He understands that conflicts – in the broadest sense of the term – are naturally associated with personal development, which gives him grounds for excluding from consideration the issues of coping with or final resolution of conflicts.

2. Another relevant problem, which a school manager has to take into account and overcome, is a genuine intercultural [communication], which has different levels, such as national, ethnical, social, family, political, religious, gender, generation, professional, personal, etc.

3. The decentralization of financial resources in the education system creates another essential problem, which tests professional morality and ethics of a manager.

4. A contradiction between the basic pedagogical specialization of a manager and a necessity to perform pedagogical control over the achievements of other teachers specialized in different fields also creates some problems.

5. The increasing competition on the market of educational services against the public needs expressed by parents.

6. Another problem is associated with the European requirements to the qualification of staff which should ensure the availability of talented teachers.

A thorough analysis of manager's work can discover many more other problems that can represent the potential sources of conflicts.

3. The essence of the conflictological competence. Since a competency is understood as a certain level of knowledge and abilities for performing a particular activity, the competence supplements the competency due to the abilities of an individual and his socio-personal introspection. The competence means mastering, developing and possessing a certain competency, including a personal attitude to the object of activity (Nenova, 13). Consequently, as long as competency remains a social professional and educational requirement, the competence is enriched by the socio-personal characteristics of the competency (ibid.).

According to the definition of the International Board for Standards in Training, Performance and Instruction, the competence includes a respective set of knowledge, skills and abilities, which enable a person to efficiently perform activities corresponding to a particular profession or to work in such a way which would conform or even exceed the standards for the particular profession or working setting (fx, R. C., Fields, D. C., & Foxon, M. – underlined by me —D.K.). Consequently, the structure of the conflictological competence can be presented as shown on the following diagram (see Diagram 1 below).
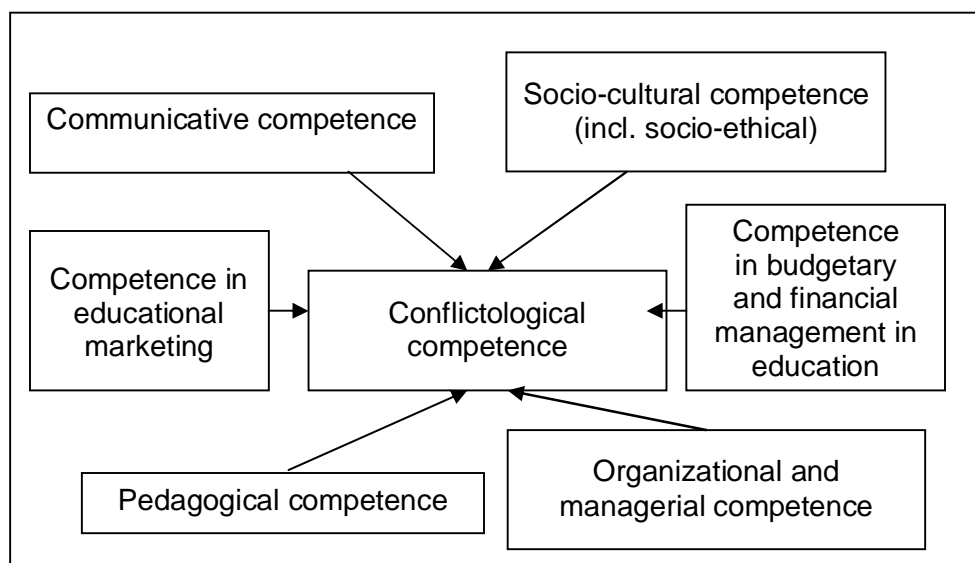
Diagram 1. Relationships between conflictological competence and other competencies of a manager in an education system

4. The place of conflictological competence in the system of knowledge and powers of a manager of an education system. Any conflict is based on interaction. No interaction, no conflict (Grishina, 51). An investigation of the conflictological competence helps to discover strengths and weaknesses of the psychological and socio-personal characteristics of learners. As shown on Diagram 1 above, any competence, as an opportunity for successful activity, is related, directly or indirectly, to the conflictological competence. Moreover, as long as any competence is tested in practice, down to the critical point of interaction, it directly depends on the level of the conflictological competence. Using any of them, very nearly to the manifestation of it in its pure form, in most cases leads to undermining it with a definite/indefinite dose of conflict.

5. The ways of the conflictological competence development. The investigation of the essence and place of the conflictological competence naturally points to training and requires that an activity-based approach is applied (for its attributes from the pedagogical perspective, see: Belich, B., and Stefanova, Moscow, 1995). This dynamic training associated with the current investigation of the conflictological competence enables us to identify a few independent variables as follows: a) motivation maintenance: a continuous aspiration of learners to achieve certain style(s)

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of behavior in order to be able to manage a conflict; b) mastering knowledge, skills and abilities of a school manager to solve and manage conflicts; c) mastering the strategies and an ability to apply them in the creation and management of innovative and creative types of conflicts in organization as a professional and personal achievement of manager. "In the psychologically justified conception of perception … the process takes place in two dimensions: aptitude and ability, and behavior, which is understood as a result" (Stefanova, 2005, p. 304). Neither of them can be referred to as more or less important than the other two. That is why it is necessary to consider them all as a whole (Diagram 2).
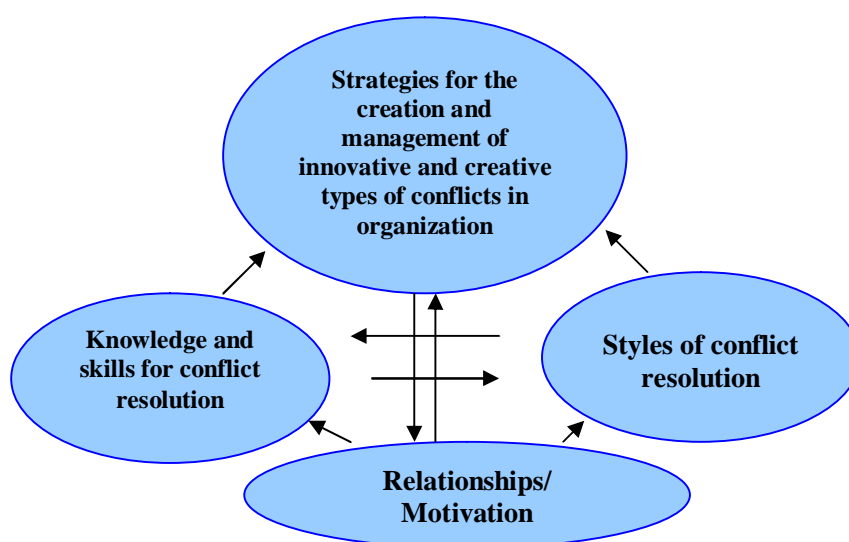
Diagram 2. Components of conflictological competence

It is assumed that an investigation of the said relations will give an impetus to the efficient development of the conflictological competence and serve as a basis for the creation of a personal project for its improvement.

The conflictological competence is evaluated by the correlation between the psychological characteristics of a learner and the structure of training. The structure of conflictological competence shown on the diagram above corresponds to three stages of the didactic structure: the motivation stage manifests itself in recognizing one's own actual and potential needs for specific conflictological knowledge and abilities to analyze, diagnose

and prevent a conflict situation, as well as for conflict management techniques; the orientation stage provides guidance (methods and aids) in conflict management; and the training stage involves the practical use of knowledge and skills learned[1]. Every learner who wants to achieve the successful competence should be "guided" through the said stages of the educational process.

Conclusions. Our study proves that providing school managers with specialized training in conflictology and highly specialized training in conflict management and prevention would entail a change in general level of their conflictological competence. Moreover, successful conflict management contributes to the creation of a personal project for the continuous improvement of this competence to the level of increasingly informed use of innovative and creative types of conflicts, thereby reducing resistance to novelties, as well as to conflict as a negative phenomenon.

The improved conflictological competence of a manager has a positive influence on behavior of teachers and students, promoting a new organizational culture of relations. All this promotes the individual cognitive and personal psychological development of school managers, creating conditions for the sustainable development of school and modern society by harmonization of its requirements to education.

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COMPETENCE-ORIENTED APPROACH
TO A PROGRAMMER TRAINING
V. Hedranovich

Nowadays a transition from knowledge-delivery to a personal activity in knowledge-acquire paradigm is realized throughout the entire educational system. The new model of educational process supposes the creation of conditions for key competences forming. The aim of training lies in development of students' abilities to master new experience by the purposeful forming of creative and critical thinking, of the teaching and cognitive experience and toolbox, role modelling and simulation.

Competence-oriented approach is considered to be an alternative to more traditional credit approach, which is aligned to normalization of intensional units similar to Russian ideas of educational standard. Accordingly the estimation of competences as distinct from examination, which are aligned to exposure the range and quality of knowledge digestioned, supposes the priority use of objective diagnostics methods (supervision, examination of professional occupation products, educational portfolio defence etc.) [1]. The term "competence" we will interpret as aggregation of interconnected (interrelated) personal properties (knowledge, skills, attainments, activity modes), which are preseted with respect to certain range of objects and processes and necessary for high-quality productive activities regarding it. The term "awareness" we will interpret as personal possession of corresponding competence including his selfevaluated attitude to it and the subject of activity[2].

Professional awareness is one of the qualitative characteristics in professional training of future programmer. It is defined by way of specialist's ability to use obtained knowledge, skills and attainments in concrete situation. The key range of awareness, which are constituent of professional awareness, take on special significance to-day. A. V. Kchutorskoy points out the following key educational competences: (a) value-semantical, (b) cultural, (c) cognitive and educational, (d) informational, (e) communicative, (f) social-and-working competences of personal self-improvement[2]. The informational competences take a special place among listed ones during forming a professional awareness of future programmer. However the specialists with informational-and-analytical awareness rather then informational one are demanded, therefore it is essential to create conditions for forming exactly these competences in the process of professional training of future programmers.

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It's placed high emphasis on every possible e-textbooks in the process of specialists training under conditions of informatisation and modernization of education. When training students in Minsk Institute of Management on speciality 1-31 03 04 "Information Science" (specialization 1-31 03 04 08 "WEB-design and computer graphics") educational-and-research work of students (ERWS) is planned on basis of competence-oriented approach starting from the very first years. The content of ERWS at this stage along with other forms includes participation in the creation of the e-textbooks on studied subjects. The creation of computer educational resources allows concentrating necessary conditions and accumulating knowledge, skills, attainments, activity modes and other components which are essential for the development of informational-and-analytical awareness. Creation of computer educational resources occurs development of mentioned awareness, that is concerned as modeling of joint work of student and teacher under the conditions of education informatisation[3].

There can be offered a hypertext textbook on laboratory works as one of the possible e-textbook on the subject "The Basics of algorithmization and programming", which is assigned for self-dependent cognitive and educational work of students. Textbook is created in HTML (HyperText Markup Language) and JavaScript. It consists of short theoretical material, examples of problems solutions on programming language, tasks for self-dependent work and self-control tests for each topic covered. Every problem is accompanied by methical directions by way of mathematical model, graphic picture or others. All the operators of programming code are provided by hyperlinks to short supplemental information.

It is necessary to mention that while creating such an e-textbook both informational and analytical competences on single subjects ("The Basics of algorithmization and programming", "The higher mathematics", "The Basics of Web-documents creation") are being developed. Moreover the professional competence of future programmer is being formed. E-textbooks of this structure can be used as a methical support to students' guided self-dependent work and serve to raise its quality. Use of a self-control program allows the top students cope with new material for more successful and at the same time it allows week students to work over the topic several times up to a required result is reached. Correct use of information technologies allows both student and teachers to allocate the working hours efficiently and realize creative potential, thus creating the basis for educational process intensification and enabling the transition from mechanical way of information mastering to self getting new knowledge consciously.

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of economic and specialized disciplines; developing skills in discourse, dialogue, business negotiations, self-guided work, working with scientific texts, etc.; the level of an academic subject: a Simulation Firm hands-on course comprised of several thematic sections aimed to develop economic competencies by using relevant content; the level of training material: a system of problem-based learning tasks, a set of exercises, tasks and open-ended tasks, which help to develop economic competencies; (d) *the design and organization module* includes studying economic disciplines and simulation-based training methods, which will help the future specialists to make optimal managerial decisions in different operational and economic situations; using integrated economic tasks in arrangement of students' self-guided work; developing in students personal responsibility for operational and economic performance; activity-based training, etc.; (e) *the module of procedures and activities* encompasses teacher's activities, such as organizing learning and exploratory activities, developing problem situations, creating the cooperation atmosphere and organizing reflective work, and student's activities, such as making critical judgments, making and substantiating decisions and developing creative projects; (f) *the result-oriented module* involves achieving an economically competent graduate defined by the degree of economic competence (optimal, allowable, critical) and criteria of economic competence (motivation, cognitive activity, reflective evaluation).

The main characteristics of the system of developing economic competencies include the following: cohesiveness and integrality that ensure relationship and interaction between the structural and functional components; dynamism; technological effectiveness; and flexibility. The educational process in the framework of the developed system is distinguished by flexibility, variability and mobility, which enables it to quickly respond not only to economic changes in society, but also to the requirements of society to the level of specialist attainment. Special attention was paid to the development of student's personality, the use of diverse methods and forms of training, variability of technology, the task-oriented nature of pedagogical effects, and timely coordination and adjustment of the educational process.

It should be noted that efficiency of any system depends on the conditions, under which it operates. We have identified the following conditions: the development of positive motivations of graduate's personality on the basis of the system of values within the economic education system; the development of economic knowledge in the

framework of the Simulation Firm hands-on course; the use of the creative tasks in the educational process aiming to develop economic thinking in students and involve them in different practice-oriented activities. The proposed set of pedagogical conditions is necessary for developing economic competencies in graduates, because it is consistent with the use of the possibilities of the systemic pragmatist and personality-centered approaches, reflects the specifics of this process and helps to regulate it. The logic of the study and analysis of the results of the development of economic competencies in graduates enable us to apply a three-level evaluation scale as follows:

the critical level has the following characteristics: the motivation for training and professional activity is moderate; the amount of students' knowledge, abilities and skills does not correspond to the system requirements; the students' cognitive interests are not sufficiently developed; the students do not regard their future professional activities as a personal and social value; the methods of self-regulation of behavior and activity are applied on a situational basis; the students solve professional tasks by a reproductive method;

the allowable level has the following characteristics: the motivation for training and professional activity is sufficient; the amount and quality of students' knowledge and skills are in general in line with the requirements of the state educational standard; the students' cognitive interests are developed; the students regard their future professional activity as a personal and social value; the students show a capacity for self-regulation of behavior and activity, but their ability to solve professional tasks at the level of innovations and creativity is not sufficiently developed;

the optimal level has the following characteristics: the motivation for training and professional activity is high; the amount and quality of student's knowledge and skills are in line with the requirements of the state educational standard; the students' cognitive abilities are developed; the students have a distinct attitude to their future professional activity, which is regarded as a personal and social value; the students have the ability for self-regulation of behaviour and activity and solve professional tasks at the level of innovations and creativity.

An experimental work has shown that developing economic competencies in graduates is a long, complex and integral process. In order to ensure greater productivity of this process, we find it necessary to ensure that professional training consists of three stages as follows:

the values-oriented stage aims to develop in students an attitude to future professional activity as a personal and social value, so that they realize the significance of developing personal qualities typical of a competitive specialist and a need for professional and personal growth;

the cognitive activity-oriented stage aims to ensure that students master the necessary amount of knowledge and skills that are required by a specialist, as well as to develop in them abilities to solve professional tasks at the level of innovations and creativity;

the introspective transformation-oriented stage aims to ensure that students self-regulate their behavior and activity, realize and evaluate their learning and professional actions, actualize their personal qualities that reflect competitiveness, as well as to develop in them the abilities to design their professional development.

A succession of the training stages is based on the idea of developing a student's personality as an actor of learning and professional activity in the context of professional training.

CREATIVE SELF-ACTUALIZATION OF PERSONALITY
E. I. Ogorodnikova

Traditional education, which provides general and professional knowledge over a certain period of training, is replaced with education that ensures that a person gains knowledge throughout his socially active. It is known as continuing education. Moreover, continuing education has changed the role of education in the modern world by making it necessary to reconsider the traditional fundamental pedagogical notions. It seems to us that the improvement of continuing vocational education represents both a prerequisite and external manifestation of the process of building of the whole education system in Russia. Making these processes more profound and turning the prerequisites into a well-developed system are associated with a shift from satisfying the staffing requirements of the moment to satisfying the prospective staffing needs. Continuing education has to develop into a supportive system for continuing self-development of a person, because it is only in this case that a person can become an agent of life and professional activity, which will enable him to realize himself as a participant of a transformational social interaction. This will also contribute to the development of his self-assertive subjectness, while his professional position will become an innovative position of creator.

It is well known that self-realization of a personality is embodied in his activities and relationships with the objective and social spheres. Self-realization is based on the contradictions between the personality's capabilities and the extent to which they are demanded in real situation. Self-realization is the most complex type of activity which involves the development of new personal qualities, such as an ability to choose a goal, design a method and organize the activities for achieving it. The goal of self-realization is "disobjectified" with a motive being the process itself and its outcomes. Analysis of literature on philosophy, psychology and pedagogy enables us to regard self-realization as a personal function or a universal ability of a personality to identify, reveal and objectify his essential powers.

Analysis of the structure of the function of personal self-realization enables us to identify the following essential qualitative characteristics of it: (a) independence: a person's ability to plan, regulate, ensure goal orientation of his activity and introspect himself and others; (b) freedom: a person's ability to behave autonomously (freedom of choice, action and decision); (c) creativity: a person's ability to concentrate his creative efforts,

be creative in his activities, render independent judgments and be responsible for his acts and doings. It is known that a person can only discover his abilities to the fullest extent possible through a socially important activity. It is important that performance of this activity is determined not only from outside (by society), but also by an internal need of the personality himself. In such a case, the activity of a personality becomes a self-activity, and realization of his abilities through such activity becomes a self-realization in nature.

The qualities required for personal self-realization and revealing creative abilities should be developed as a single set. These may include the following: (1) *creative, divergent thinking*. Divergent thinking (as opposed to convergent thinking) means that a given question may have several or even many correct answers. Thinking of this type serves as a means to generate original ideas and express oneself, and relies on imagination. In fact, it represents creative thinking; (2) *an ability to take reasonable risk*. An ability and skill to take reasonable risk is associated with an ability to fulfill one's potential; (3) *will and capacity to work.* Will and capacity to work are understood not as an ability of a person to do what he does not want to do, but as an ability to work productively for a long period of time to achieve a goal, which the person has set himself and which he wants to achieve regardless of the external barriers; (4) *an ability to cooperate*. In the course of education an individual must come to an understanding that joint efforts in many cases bring a greater outcome than the sum of individual endeavors; (5) *motivation for achievement*. The motivation for achievement is associated with a person's positive emotional state and aspiration to achieve success in his activity.

The philosophical and methodological premises and data of humanistic psychology enable us to identify three ways of free development of personality. First, it is the development of the person's creative potential and natural inclinations. Second, it is self-realization of a person and the development of his ability to exist authentically. Third, it is self-realization of a person and development of his ability for personal growth.

The process of self-realization is limited by the socio-economic situation, negative influence of the past experience, conformism and defence mechanisms, which create dual attitudes, thereby separating us from ourselves. People who realize themselves have the following characteristics: preoccupation with some business, which is regarded as their mission; authenticity of the personality; independent judgments; self-confidence; initiative; flexibility; criticality; inner focus of control; high degree

of introspection; sensibility; spontaneous and natural behavior; regarding their feelings as a value; openness to the external and internal experience; and an aspiration for deep personal relations with other people. The level of development of these characteristics should be taken into account when selecting the forms of career support and development.

K. C. Rogers wrote: "Nothing can make a seed grow, but we can create a favorable environment for it to grow in" [2]. Full self-realization of a personality is possible when the following psychological and pedagogical conditions are met: (a) awareness and a profound belief in life self-realization, one's individual unique mission and the highest meaning of life; (b) awareness of one's abilities, interests, life preferences and behavioral motives and managing them in different life situations; (c) availability of knowledge and skills that enable a person to realize his abilities in a specific labor activity and various relationships to the fullest extent possible; (d) an ability for goal-oriented and effective efforts of will that are required to fulfill one's aspiration for full realization at all stages of life [1].

As a system of guiding man towards discovering and understanding his abilities, education creates the necessary conditions for a conscious choice of a priority area of future career and professional self-determination of a personality. Realization of the future career goals and an active positive attitude towards the future career help to actualize personal and professional qualities of an individual and create conditions for continuing self-cognition, self-improvement and self-assertion as a mechanism for creative self-realization.

As a source of knowledge and skills required by man, education helps every person to master them, thereby preparing him for his future labor activity, and to reach the highest creative stage of activity, which promotes maximum possible self-realization of a personality through socially useful labor.

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INTELLECTUAL ENRICHMENT OF THE PERSONALITY THROUGH SUPPLEMENTARY ADULT EDUCATION: EXPERIENCE OF PRACTICAL WORK
I. M. Sergeeva

The regional public organization "Institute of Petersburg" (hereinafter – Institute of Petersburg) was created in 1991 on the wave of mass interest of the wider public to the past of their native city, and its historical legacy. The initiators and organization members were representatives of the city intelligentsia: engineers, pedagogues, doctors, librarians and museum employees. The goal of the organization was to study and disseminate knowledge about the history and culture of Petersburg, and involve ordinary citizens of different ages, different educational levels and different professions in this sphere.

To solve the task within the public organization, in autumn 1991 an institution of additional education was formed – the University of Petersburg, which carries out diverse humanitarian instruction on the basis of the history and culture of the native city. The basis of its work was the idea of Professor I.M. Grevs about the study of the city as a whole and social cultural organism. In order to designate the complex scientific discipline encompassing the entire sphere of issues that make up the "phenomenon of Petersburg", its historical and political, culturological and economic, social and artistic aspects, Grevs introduced the term "Petersburg studies" into scientific and public circulation. The program of the University of Petersburg is a complete system of continuous Petersburg study education for everyone from six to 60 years old. Three faculties realize a program for a specific age-group audience: children, youth and adult.

The youngest Petersburgers (from 6 to 12 years old) are invited to groups for familiarization with the city (Children's faculty) together with their parents, which makes it possible to also solve the issue of family upbringing and family socializing. Lessons are held in game format with the use of diverse didactic aids, slides and video materials. The auditorium lessons are supplemented by lessons in the form of city excursions. Groups are gathered according to age. The curriculum of the faculty is developed and carried out under the scientific leadership of lecturer of the Herzen Russian State Pedagogical University, L.K. Yermolaeva. The curriculum is organized in such a way that children can be involved in lessons of their

age group at any moment, regardless of the level of basic development of the child. Participation (not just presence) of parents in the lessons makes it possible to achieve several important results at once: (a) the creation of a comfortable environment for the child (especially of a young age); (b) help from the parents for less developed children; (c) the involvement of parents in the history and culture of our city; (d) joint lessons nurture common interest among children and parents, and the need for joint implementation of tasks brings children closer to their parents; (e) the theme of Petersburg becomes an "eternal" theme in socialization between parents and their children.

The youth faculty, where senior pupils study, was created together with the City palace of young people's creativity. Its work is carried out by employees of the City palace of young people's creativity.

The curriculum for senior pupils was developed by Petersburg specialist, holder of the Antsiferovsky diploma "For general contribution to modern Petersburg studies", G.A. Boguslavsky, and the Honored worked of culture of the Russian Federation, candidate of pedagogical science V.A. Akselrod.

At the lessons with schoolchildren, various means of instruction are used which serve a common goal – to inspire a feeling of pride in the city among the growing generation, and a feeling of involvement in its unique culture. Seminar lessons involve children in research work, under the guidance of pedagogues: they learn to work with books and documents, write reports and speak at conferences. Museum lessons reveal the unique cultural riches of the city to the children, and the extensive excursion program spreads the living effect of the aura of Petersburg on to its young residents.

At the Adult faculty, Petersburgers of the most varied ages, diverse professions and educational level study. In the creation of the curriculum for the Adult faculty, the diverse make-up of the students was taken into account, and it was assumed that there was an almost complete lack of humanitarian knowledge among a large section of the audience. The two-year curriculum includes lessons, excursions and seminar lessons using methods of art history, local studies, excursion studies and teaching of the course "History and culture of Petersburg" at schools and pre-schools of the city. The 300-year history of Petersburg in the lecture curriculum is represented by historical eras, in each of which the life of the city is studied in all its diversity: the historical situation, everyday life, architecture, development of arts, education, industry etc.

The course of lectures in the first year of study encompasses the period from the founding of Petersburg until the middle of the 1820s – from the rule of Peter the Great to Nicholas I. The themes of the introductory cycle are geography, ethnography and toponomy of Petersburg, and the history of the area before the founding of the city. Particular attention is given to themes concerning the history of the city, city culture and everyday life. The formation of the architectural appearance of Petersburg is examined in detail, and the history of the creation of major architectural ensembles of the baroque and classical period.

In the lecture course of the second year, the life of the city from the mid-1820s to the present day is examined. The course presents the political and social life of the city, architecture and architectural monuments, the philosophy and "physiology" of Petersburg, literary and artistic, theatrical and musical life of the city, major cultural institutions and treasures of Petersburg, and study institutions. A special feature of the curriculum is the serious coverage of the Soviet and post-Soviet life of the city, including the first decade of the 21st century.

There are additional optional cycles of lecture on archeology and sculpture, the literary biography of Petersburg, and famous representatives of Petersburg culture. Students will learn of the history and the current state of Petersburg archives, museums and libraries, both those that are well-known to the entire world and those that are little-known even to residents of the city. A separate cycle of lectures is devoted to the suburbs of Petersburg. Familiarity with the history of the city and its cultural treasures is supplemented with excursions organized specially for students of the University of Petersburg.

Leading scholars of Petersburg universities and scientific workers of research institutes are involved in reading lectures (historians and local studies experts, architects and art historians, literature experts and philosophers), as well as employees of archives and numerous museums. Students of the University of Petersburg have the chance for personal contact with the best representatives of the genuine Petersburg intelligentsia. Lessons in methodological seminars will help to master new professions: Petersburg studies researcher, excursion guide, teachers of city history.

To receive a diploma of graduation from the University of Petersburg, one must write a diploma paper connected with studies in the field of the history of the culture of Petersburg. A unique library of these diploma works has formed, and the best works are presented at Open lectures of the

Institute of Petersburg, which are held every year at the A.S. Pushkin All-Russian Museum.

For almost 20 years, the University of Petersburg has been working on the principle of self-financing. There are no grants from the budget (despite the approval of the curriculum by Committees for culture and education at the St. Petersburg Administration), and there have been no sponsor contributions to the Institute of Petersburg in all these years. This fact shows the demand for such a program of intellectual development of the personality among the adult population.

The questionnaire that we give out at the beginning of each academic year helps to determine the social make-up of the audience, and motives for studying among different social groups. The number of men at the University of Petersburg has never exceeded 4%, and the main contingent of students is women aged 35-45. From the table below it is clear that if in the early 1990s the main stimulus for receiving additional education was to master a new profession, in the following years this indicator gradually dropped. Over the last three years, over half of those enrolling said they wished to increase their intellectual luggage, and receive knowledge which their main education did not give them. It should be noted that the presence of higher education has a very insignificant influences on the motive to enroll.

Year of enroll-ment	With higher education, %	Human-itarian, %	Technical intelli-gentsia, %	Professionally oriented of total number, %	Prof. oriented of those with higher education, %
1991	67	48	42	90	90
1992	65	40	46	85	84
1993	64	49	40	80	82
1994	67	40	42	79	81
1995	68	46	39	83	82
1996	63	44	47	68	70
1997	62	54	37	75	75
1998	50	44	45	44	66
1999	61	42	45	62	63
2000	58	53	41	65	63
2001	64	47	51	69	67
2002	66	34	46	65	64
2003	57	38	61	57	52
2004	61	49	51	70	68
2005	63	36	46	56	69
2006	72	47	31	48	48
2007	73	31	42	42	64
2008	86	30	52	50	48

Evidently, starting from late 2008, the economic crisis has had an effect, but at the last enrollment its influence was not felt.

In conclusion, it should be stressed that additional education for adults should not only come down to professional education, and that general additional education for adults provides the possibility of spiritual enrichment of the personality, which in our opinion is urgently needed today by both individuals and society.

**CONTINUING EDUCATION AS A FACTOR
OF DEVELOPING A TOLERANT PERSONALITY
R. M. Medetova**

According to the definition given by the 19th session of the UNESCO's General Conference, continuing education is neither limited in time by the time of learning, nor in space by the place of learning, nor by the methods of learning; it encompasses all educational activities and resources and aims to achieve the harmonious development of personal aptitudes and progress in the transformation of society. What becomes a priority in this connection is the creation of conditions for the learner's development that will ensure that he is prepared to live and act successfully in the world of human values and tough market environment.

Education is a social institute that ensures the transfer of social experience and peoples' heritage from one generation to another. Respect and tact towards people of other nationalities and learning about their traditions and culture will facilitate the development of students' tolerant outlook based on the creative perception of the national spiritual and cultural values, realization of the idea of unity and diversity of the surrounding world and understanding of the place and role of their national culture in the context of world culture.

What is also evident is that it is necessary to develop an active, well-educated and tolerant personality who will have creative thinking, wide views and an ability to independently obtain new knowledge and skills throughout his life; think critically and analyze information; treat people representing different cultures with tolerance and benevolence; and actively participate in public, political, economic and cultural life of society. In the modern world, the development of a tolerant personality is one of the major pedagogical tasks.

THE SIGNIFICANCE OF COGNITIVE LEARNING
IN THE CONTINUING EDUCATION SYSTEM
R. S. Rakhmetova

Cognitive linguistics uses language to study the environment, social processes and scientific and theoretical basis of cognition. In teaching Kazakh language, cognitive linguistics provides a scientific basis for defining the cognitive aspects and areas of the general scope of education from different perspectives, enhances cognitive knowledge and promotes experience of a person.

From the cognitive perspective, the purpose of teaching Kazakh language is to develop learner's thinking by teaching him the scientific basis of the cognitive theory and practice of linguistics. In order to achieve this purpose, the following tasks should be solved: (a) show the connection between Kazakh linguistics and cognitive linguistics; (b) learn the basic rules of the cognitive theory that relate to linguistics and properly use this knowledge in life; (c) establish the connection between Kazakh language and other branches of linguistics in the course of teaching Kazakh language; (d) in the course of training develop in the educatees an ability to think, cognize the environment, express and prove their opinion, etc.

The second most significant question for linguists after the profound interpretation of Kazakh linguistics is to investigate the social status of their mother tongue. The human abilities to think, memorize, understand, interpret and speak are the neurophysiological functions. In this connection, an ability and functional peculiarity of using language are developed in accordance with the person's actions. Therefore learning and teaching language should not be abstracted from the personality of a teacher. A cognitive feature of linguistics is based on investigating the nature of thinking. Language and cognition are transferred from one generation to another with the help of language tools. Cognitive linguistics is closely associated with psychology, logic and philosophy and described by a number of concepts such as "mind", "continuous communication with the external world", "cognition", "interpretation", etc. According to the modern studies in cognitive linguistics, language is a product of cognitive activities. The main aim of these studies is to draw our attention to the special natural endowments of man. The researchers believe that man uses language consciously, but establishes communication reflexively, using the cognitive information in his mind; expresses his opinions and cognizes a new object by comparison.

The new tasks of modern teaching include defining the relations between language and environment, explain the principles of phylogenesis and ethnogeneisis, and prove that they are a product of relations between different sciences. In teaching Kazakh language, the processes of knowledge and cognition are integrated by the linguistic and relative units. Word is the most important part of speech and means of opinion exchange. An individual word performs a nominative function, representing a name of an object, quality, motion, etc. When used under a particular environment or circumstances, word performs a relative function. Even without context, it may be used as a grammatical unit. In any case, word denotes one thought and is perceived by mind of another person.

In teaching Kazakh language, we are focused not only on the meaning of words, but also on word combinations, in which these meanings can be used, because a word as a lexical unit is not always capable of conveying a man's thought or opinion to the fullest extent possible. An opinion of one person conveyed to another person depends not only on the word used, but also on its meaning in a particular context. Proper combination of words and intonation reflect the linguistic capabilities of the speaker's speech. Therefore a word or its meaning should be explained by examples. The main purpose of teaching Kazakh language is to ensure that language material is consistent to literature, discover the correspondence between science and knowledge on the basis of relations between different subjects, enrich the personal world and develop personal opinion and independence of opinions in every learner.

From the cognitive perspective, teaching Kazakh language contributes to making the scope of knowledge more profound, extending the outlook of future specialists by establishing links between social life and education, and helps them to make their own conclusions.

THE ALGORITHM-BASED APPROACH
TO THE CREATION OF AN INFORMATION
AND EDUCATION ENVIRONMENT
O. Kh. Turakulov

The purpose of this report is to describe the process of algorithmization for the creation of an information and education environment (hereinafter referred to as "IEE") for secondary specialized and vocational education.

Experience shows that creating IEE requires that a number of procedures are performed in accordance with the following algorithmic pattern: Step 1: define the objective and tasks for the creation of IEE; Step 2: develop the principles of IEE arrangement; Step 3: develop a functional diagram for IEE; Step 4: define a structure of a virtual office of an education institution; Step 5: define and specify the elements of IEE and the structure of users; Step 6: create information resources; and Step 7: define the support and development strategy for IEE.

Step 1. The purpose of creating IEE is to satisfy, to the fullest extent possible, the training needs of vocational college students for a wide range of occupations. The tasks of creating IEE include the following: (a) creating an education and methodology support fund; (b) providing every personal computer (hereinafter "PC") with a standard set of services that will ensure the implementation of all stages of training, including documentation of the educational process; (c) selecting a tactic for systematizing information resources (hereinafter "IRs") of the environment that will make it possible to inform the users about the services offered by any PC included in the IEE to the fullest extent possible; (d) creating conditions for professional communication between the academic and teaching staff, regardless of their location; (e) creating a multi-access center to satisfy the needs of the administrative and technical staff of the virtual offices (VO) for additional information and consultations; and a number of other tasks.

Step 2. Creating IEE in education institutions. IEE should use the unified navigation aids that enable a user to quickly and easily locate PCs regardless of location and proficiency of specialists; a list of PCs (students, staff) for a specific occupation via their VO; IRs available in the IEE (regardless of location); virtual office PCs in the IEE; user support aids, etc.

Step 3 is shown on the diagram below. The IEE arrangement enables users to review any resources available in the environment from any PC.

Regional IEE		
Local PCs Included in IEE	Virtual Office PCs	
Users of Facilities Remote From the Control Center	System Resources of Regional IEE	
	Regional Directories	Copies of Main Directories

Communica-
tion Channel   ↕   Internet

Main Control Center	Public Resources	
Main IEE	Global Directories	Professional Communication Environment
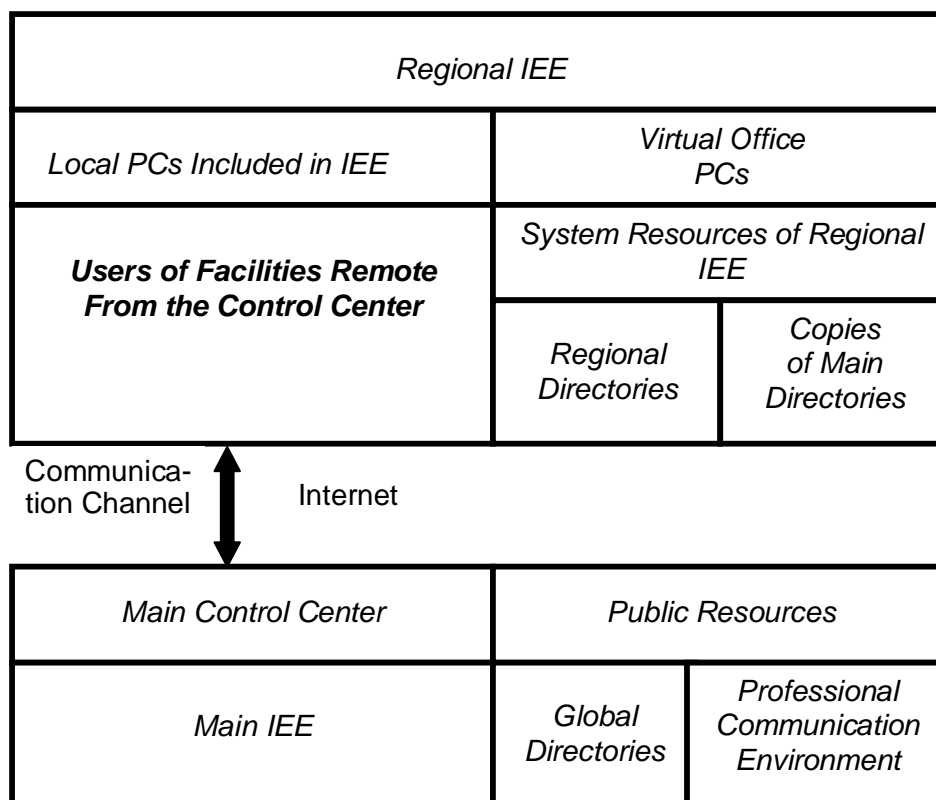
Figure 1. Principal Scheme of IEE Operation

Step 4 involves developing a software system to provide a complete set of services for a particular PC (an electronic library, HR, document workflow, teleconferencing, etc.).

Step 5. The IEE system consists of multiple elements. Due to the limited scope of this study, we will only list them in accordance with the IEE structure: organization characteristics (central IEE, regional IEE, local access point, consulting center, regional VO, etc.); user characteristics (students, trainees, readers, tutors, VO administrator, etc.). Relying upon the general theory of IEE creation, we have developed the aspects of IEE availability for pedagogical activities. They include the following factors: a motivational factor associated with orientation towards pedagogical activity and a need for continuous improvement of the process and results of pedagogical activity; an analytical factor related to the ability to analyze the process and results of one's own activity; a procedural factor associated

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with the availability of theoretical data and an ability to get knowledge from different sources, use them and apply to solving multiple pedagogical tasks; an organization and evaluation factor, which encompasses the abilities for planning, self-educating, evaluating the efficiency of self-education and making necessary adjustments. The core factors are motivational and analytical ones.

Step 6. Information resources, in particular, include the following: (a) text materials, (b) training software, (c) structural and functional models, (d) mathematical models, (e) conceptual models; (f) computer simulators, etc. On the top of that, there are educational, methodological and information resources of IEE.

Step 7. IEE may be supported in the following areas: (a) monitoring of a wide range of PC users; (b) taking into account opinions and requirements of all the stakeholders in organizing work of the IEE system; (c) incorporating the recommendations made; (d) developing software taking into account users' opinions and requirements; (d) providing operational on-line consultations on methodologies and state-of-the-art technology for users; organizing experience sharing in creation of education methodology, research methodology, information and other resources, as well as on the methodologies of the network educational process and use of IEE services in the educational process, etc.

The above described algorithm-based approach to creating IEE within the system of secondary specialized vocational education in the Republic of Uzbekistan has a number of positive aspects, such as comprehensive nature, orientation towards practice, universality, feasibility and affordability.

THEORETICAL AND METHODOLOGICAL PROBLEMS OF LANGUAGE COMMUNICATION IN THE CONTINUING PROFESSIONAL EDUCATION SYSTEM
F. Sh. Orazbaeva

Language communication means an interaction between people with the help of language and speech or reaching understanding through communication in national language. In other words, language communication denotes a task-oriented speech activity. A key condition for language communication is an interaction between an addresser and an addressee, that is, perception and interpretation of oral and written information and providing an adequate respond. Speech activity is understood not only as activity of speech organs, but also as the processes of thinking and cognition, which take place in consciousness and accompany the information verbalization.

Representing speech interaction and understanding, language communication helps communicants to express their thoughts and intentions and represents an important part of the human activity of establishing contact between people, which is important for sharing social information necessary for the development of a personality and society as a whole. We find it necessary to classify and define functions of all the components and units of language communication. First of all, let us define the participants (or performers) of the communication, the main scope and purpose of which is information sharing. They are as follows: (a) a transmitter is a participant of language communication who expresses his thought to another participant with the help of different language aids, where the thought represents a result of influence of the external objective factors and internal feelings on consciousness; (b) language units are the communication units, which invoke in the addressee's consciousness the concepts and links that are adequate to the data communicated, ensure accessibility of information and represent a medium of understanding between people; (c) a recipient is a participant of language communication who perceives the thought expressed by the addresser with the help of language units which render its sense and meaning.

Linguists identify three stages of language communication as follows: (1) a correct message or information presentation. An important role at this stage is played by the syntactic regularities of language, the structure of grammatical units and correct pronunciation; (2) proper conveying of the content of information and consistency between the thought conveyed and

the language aids used to convey it. Semantic regularities are of special significance at this stage; (3) a correct perception of the communicated information by the other communicant.

We would like to offer another staging. In our opinion, language communication has five stages as follows: (1) *generating information* (it is necessary for a language communication implemented through speech and represents an outcome of thinking activity); (2) *expressing information* (shaping a thought with the use of language and conveying it through speech; speaking. An important role at this stage is played by speech organs of man); (3) *conveying information* (information – a statement, monologue or dialogue – is not limited to its expression or utterance, it has to be delivered to the other communicant. Information may be delivered in oral or written form. Without this stage, communication may fail reaching its goal of establishing contact and understanding between the communicants); (4) *perceiving information* (this stage of speech activity is associated with the perception of the information communicated. There are several facilitators of this process, such as viewing, reading, listening, thinking, but the core is the process of analyzing language data and adequate understanding of their meanings and establishing links between them); (5) *responding to the information* (a process that ends with perceiving information is a one-sided one. Not only speech activity of the informer, but also that of recipient is an indispensable component of language communication, because it involves interaction between the participants. Therefore, an addressee's respond represents an important stage of communication).

Information plays the key role at all the stages. It is necessary to consider the forms of information transfer. Language information is implemented in the form of pronounced (listening) or written (writing) speech; therefore language communication is directly connected with the sign system of language and linguistic regularities in pronunciation of words and sentences. In this sense, phonetic pronunciation and graphic presentation of language units are equally important for language communication.

Thinking is regarded as a basis of speech activity. This differs language communication from non-language one. Thinking is not only the basis of communication, but also the basis of the entire existence of man. Therefore, language communication can be defined as implementation of human thinking with the help of language and speech aiming to establish particular social relations. The process of language communication

develops dynamically on a continuous basis, reflecting a constant connection between thinking and speech. It is inherent only in human beings.

In conclusion, let us define language communication as a complex social process, which is only inherent in human beings and implemented as a result of close interaction between thinking and speech with the use of the system of language units, their pronunciation, semantic unity and regularities of relations between these units.

**PROBLEMS OF SIMULATING
PERSONALLY ORIENTED STUDY**

The sources of development of personal-pedagogical technologies are contained in the provisions of the concept of the dialogue of cultures by V.S. Bibler. In traditional pedagogical systems, the basis of any pedagogical technology is explanation, but in personally oriented education, it is understanding and mutual understanding. The key words in the characteristics of technologies of personally oriented education are pedagogical assistance and support. Support is based on the three principles of pedagogical activity of Sh.A. Amonashvili: to like children; to humanize the environment in which they live; to relive one's childhood with the child.

It should be noted that recently, new approaches have arisen, and existing services of education support have re-oriented their activity: valeological, medical, correctional-diagnostic services, services for the family, social welfare, additional education etc. Thus, it can be said that on the whole a formulated concept of personally-focused education does not yet exist, and there are only general approaches to it.

Humanitarian orientation involves rejecting any pedagogical technologies that are recognized as universal, and varying them, depending on the individual features of the pupils. "At the same time," writes M.N. Berulava, "within the framework of one educational system the model of study that determines the paradigmatic concept of work of each educational institution that is part of this system should remain common."

According to M.V. Artyukhov, in modern educational practice, study is represented to one degree or another by at least six models of study: information, forming, developing, activating, free and enriching. All these models have been formed over centuries, each of them has its merits and its shortcomings, depending on which of the values is made central. In all these models, to one degree or another, the illusion finds its reflection that the content of education can be isomorphically reflected in the system of knowledge and skills of the pupil, and that pedagogical influence is capable of ensuring the formation of cognitive processes and qualities of personality that the pedagogue predicts. In fact, everything is somewhat different. The school pupil, as we know, only accepts what he wants to and can accept, refracting the educational influences through the prism of his own integrative individuality, i.e. as their subject. Here a great deal depends on the formation of a motivation environment, socio-cultural experience, value orientations and attitudes. The conclusion follows from this that it is the humanistic paradigm of education that has not found sufficient embodiment in the study models listed above.

The data collected by the author shows that the mass school, in realizing its curricula and technology, takes little heed of the personal and individual features of its pupils. Orientation towards an average statistical model of the pupil, to a set norm, usually leads to the fact that the pupil is still regarded as an object of study. So today a special independent model of personally oriented study is necessary, which corresponds to the humanistic paradigm of education to the maximum degree.

Our study shows that by personally oriented study, we should understand study in which each subject of the education process, in order to reveal and realize their abilities and gifts, is actively involved in studying everything and everyone. It is with this approach to simulating personally focused study that each pupil becomes a subject of the study process, during which it is possible to take real account of the personal and subjective characteristic of each of them.

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SOCIO-CULTURAL ASPECTS OF DEVELOPMENT
OF UNIVERSITY EDUCATION
FOR STABLE DEVELOPMENT
T. B. Kazarenkova

An analysis of tendencies of world development of mankind shows that the higher the level of socio-cultural diversity, the stronger the need for cooperation between state and society to find agreements on the most diverse spheres of vital activity of the modern social group. The innovative renewal of the socio-political and economic life of Russian society has caused large-scale changes in the system of higher education. At presence, there is an increase of disagreements on political, social, national and religious matters. Frequently, we see a lack of culture of tolerant communication among youth. It is achieving an optimal level of development of a culture of tolerance among subjects of the education process that is becomes one of the main directions of activity of the modern university. In revealing the theoretical bases of forming tolerant attitudes among students in the process of their study at multi-ethnic universities, it is expedient to show the diversity of approaches and areas of study of this phenomenon as part of the problem of developing interest in mastering the experience of inter-cultural interaction.

To realize the set goal in the teacher process, it is necessary to: (a) form basic knowledge about processes of forming and developing a tolerant environment in the system of university education; (b) examine the main theoretical-methodological approaches to the problem of tolerance; (c) reveal the modern problems of tolerance during the transformation of Russian society; (d) outline tendencies and make a forecast on priorities for creating a tolerant environment at the classical university; (e) examine modern methods for determining indices of tolerance in the multicultural educational environment; (f) form tolerant attitudes during the study process etc. In the context of this goal, the course "Creating a tolerant environment at multi-ethnic universities" is taught at the department of "Comparative education policy" at the Russian University of People's Friendship.

The course program is designed for the realization of additional education training of employees of international services of higher education establishments and education institutions, and also for masters (of the Russian Federation and foreign countries). The course was developed on the basis of modern scientific ideas about the problem of tolerance in an

information society. For the first time, problems are examined from a practical position about creating a tolerant environment in multi-ethnic universities, and its innovative model is presented on the basis of a comprehensive approach.

Among the factors which influence the creation of a tolerant environment at multi-ethnic universities are: the multi-cultural environment of the life activity of the student and his professional requirements; tolerant attitude towards different cultures; the socio-cultural direction of joint activity of the administration of the university, teachers and students of the university; a positive moral-psychological climate in the student body; the ability of pupils to accept what is universal and specific in different cultures; directing the student to study language and cultural systems etc. A multi-cultural environment of the student's life activity stimulates an interest to master the experience of intercultural interaction. In the modern social group, young people work intensively with people of different ages, genders, professions, and also nationalities. In interacting with people of different nationalities, not only knowing the language and culture of the partner is important, but also the ability to realize this knowledge for a successful solution of professional or interpersonal problems.

**DIDACTIC BASES OF TRAINING
THE MODERN WORKER IN THE SYSTEM
OF CONTINUOUS PROFESSIONAL EDUCATION
T. I. Aliev**

Elementary professional education in the Republic of Kyrgyzstan is one of the foundations of the socio-economic development of the economy, and an integral part of the system of continuous professional education. The organization of continuous professional education gives young people the chance to select an education path and level of professional education that matches their aspirations. For this reason, continuous professional education encompasses both general secondary education, and all forms and types of subsequent professional training and advanced training, including ongoing self-education.

The main types of educational institutions which carry out training of workers with high qualifications are currently the professional lyceums of the republic. "A professional lyceum is an institution in which programs of elementary professional education are carried out, for acquiring professions of a high level of qualification on the basis of secondary (complete) general education, or where study on common integrated programs of secondary (full) general and elementary professional education is carried out" (Law on elementary professional education).

The didactic bases of training of the modern worker in the system of professional education are based on the scientific justification of component elements of professional training: goals and contents of education; motives of study; applied technology and economy of production; forms, methods and means of study etc. Thus, the didactic bases in the system of continuous professional education form an entire system that encompasses all the main categories of didactics and all categories of the labor and industrial process. All elements of this system are closely connected with one another, and removing one of them leads to a disruption of the system. Determining the link and interdependence of all elements of study is one of the important methodological problems of study in the system of continuous professional education.

Study is always an act of interaction between the teacher and pupil with the aim of the latter acquiring not only knowledge, but a certain social experience. Accordingly, the main elements of study are the activity of the pedagogue, the activity of the pupils and the contents of education. Study may be examined as a system, as it brings together the following elements:

the pedagogue, the pupil, motives of study, control, assessment and record, and result of study. On the basis of these elements that form the system of study, the didactic bases of the modern worker in the system of continuous professional education are developed (see fig.)

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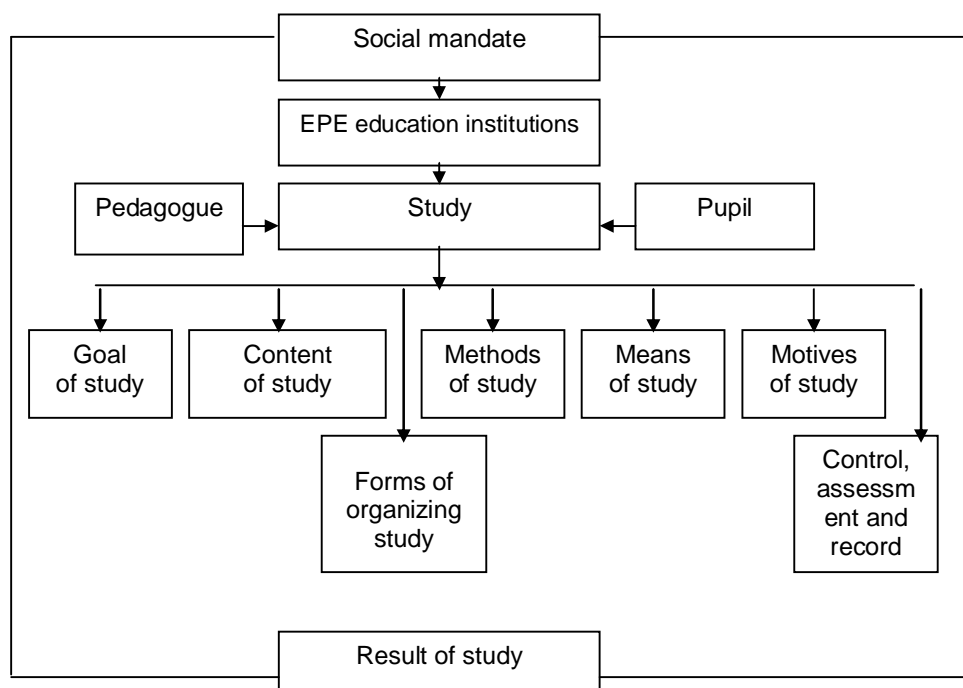
Fig. Didactic bases of training the modern worker in the system
of continuous professional education

The organization of study is planned in accordance with the set goal (see fig.). The activity of the pedagogue and pupils is planned taking the goal into account. The content of study is stipulated by curriculum documentation that reflects the requirements of socio-economic and technological progress of society, i.e. the content of education is closely linked with problems of society, and so it should be directed towards the full development of the personality. Forms of organizing study are the activity of the pedagogue and pupils that takes place according to an established procedure and in a certain format. They are characterized by different combinations of collective and individual study, the level of independence of the pupils in study, the method of management and teaching by the pedagogue. Motives of study incite and direct the activity of pupils. Issues

of motivation of study may also be faced by the pedagogue as an additional goal, as the need to form a cognitive direction of pupils, who have a need for constant enrichment of their outlook, in mastering the chosen profession.

Control, assessment and record of knowledge, abilities and skills of the pupils are among the most important components in the system of continuous professional education. The study process cannot be full without taking into account how the pupils perceive, contemplate and remember the subjects studied, and how they apply knowledge for solving practical tasks. Accordingly, organizing control consists of establishing and assessing what the pupils learn and how, and what their attitude is to studying. In accordance with this goal, the result is also modeled.

FORMING SELF-EDUCATION ACTIVITY OF STUDENTS
O. Yu. Khanukaeva

Monitoring the quality of training of specialists in the finance sphere at educational establishments of secondary professional education (hereinafter SPE) has enabled us to detect several shortcomings: (a) training is carried out in a narrow field, which restricts their professional mobility; (b) the contents of professional education and the study technology used does not sufficiently make it possible to realize fundamental training which ensures a high level of professional competence of the graduate; (c) the contents of the education process does not sufficiently enable the formation of systematic and generalized theoretical knowledge of students for practical solution of financial and economic tasks; (d) graduates have an insufficient level of adaptation to conditions of modern production. This shows that the continuity between goals of education in training specialists of the financial sphere and the requirements for their professional activity in modern production is broken. To overcome these shortcomings, as our studies show, it is necessary: firstly, to develop theoretical foundations for forming professional competence of specialists of the financial sphere; secondly, to justify the choice of professional and technological approach to training future specialists; thirdly, to create scientific-methodical and didactic monitoring of the process of training specialists of the financial sphere.

In the present paper we will only examine the second condition, which points to the need to retarget the contents of professional education with a production-technological approach of study to a professional-technological approach. The professional-technological approach is characterized by a value-oriented direction in realizing professional educational programs, the contents of which consists of the main forms of professional activity of specialists, and their theoretical bases. The integral structure of the contents of study material of the education program on the specific discipline is organized taking into account production and pedagogical technology. The fundamental role of the professional-technological approach is that it helps to organize psychological and pedagogical procedures of activity of subjects of the educational process in context with the production actions, operations and technology of the professional activity of the specialist of the specific field, and thus form a basis for further

personal self-improvement in the field of the specialist's professional activity.

For SPE establishments, realizing the professional-technological approach is of particular importance, as it guarantees a solution to the problem of unity of realization of educational, development and instruction tasks not only in the context of educational competencies determined by the context of State educational standards of secondary professional education (hereinafter SES SPE), but also the specific requirements of the modern labor market. In training specialists of the middle level, the most important thing is competency. By competency we mean the students' master of the appropriate competency, including their personal attitude towards it and the subject of activity. The latter is the formed quality of the personality (group of qualities) of the students, and shows the minimal experience of their professional activity. Accordingly, a competency is the group of personal qualities of the student (value and meaning guidelines, knowledge, skills, abilities), which are conditioned by his study and professional activity in a certain socially and personally significant sphere.

The mechanism of a guaranteed solution to training a competent specialist in the financial sphere is providing the educational process with psychological and pedagogical procedures of a productive level, and projection of conditions which simulate value relations. The professional-technological approach makes it possible to ensure the complete socio-cultural formation of the personality of the modern competitive specialist. Realization of the professional-technological approach involves the re-distribution of study time to studying disciplines of a special cycle, in comparison with the study time indicated in the SES SPE. Thus, retargeting study time to studying disciplines of the financial and economic cycle is possible if more time is planned for the practical mastery of types of professional activity stipulated in the SES SPE. Realization of the latter involves the development and use of innovative foundations of the educational process: adjustment of the contents and types of professional activity of specialists in the financial sphere; introduction into the educational process of professional oriented technologies; development of teaching materials and other documentation on the special field.

This requires changes in the teaching activity of the teacher, by creating organizational and pedagogical conditions which will be directed towards organizing a larger amount of independent educational and cognitive activity for the pupil, providing them with greater pedagogical support, and actively using technical and informational study aids. Thus,

important features of the professional-technological approach to training specialists of the middle level are: (a) productivity (teaching any discipline should be carried out in the context of the future financial activity of the specialist); (b) economy (the ability to optimize the study process, involving a selection of education material, its systemization and unification); (c) creation of favorable conditions in the study process, an atmosphere of cooperation, a positive emotional micro-climate etc.; (d) creation of high motivation in studying the topic, which makes it possible to find, develop and expand the creative and intellectual abilities of pupils.

**CREATIVE APPROACH TO DEVELOPMENT
OF ABILITIES FOR REFLEXIVE REGULATION
AND PROFESSIONAL AND PERSONAL
SELF-DETERMINATION AMONG TECHNICAL SCHOOL STUDENTS
M. M. Manokhina**

Optimization of professional self-determination among students of the automotive school is directed to develop their abilities for reflexive regulation, by carrying out a special creative development course of training lessons. Training lessons, as a type of group work, are one of the most effective methods of optimizing the process of their professional self-determination. So it was quite logical to select this form of work for the development of the students' abilities for reflexive regulation of professional self-determination.

The training session, as a form of practical pedagogical work, always reflects by its contents the paradigm of the direction and views held by the leader. In general, we can single out several such paradigms: (a) a training session as a form of trial run, where the necessary (positive) patterns of behavior are formed by means of positive reinforcement; (b) a training session is an exercise that helps to form skills and abilities; (c) a training session as a form of active study, the goal of which is to convey knowledge and develop certain skills and abilities; (d) a training session as a method of creating conditions for self-revelation of the personality, and an independent search for methods of solving one's own problems.

In developing the training program of our study, we followed the last two paradigms. Within the first of these two paradigms, we tried to convey to the students methods of reflection for forming adequate assessment standards, the ability to make assessments, analyze, choose from a number of alternatives, take the optimum and responsible decision, and become emotionally attuned to success. Within the second paradigm, we used training exercises to stimulate interest in one's own "I", developed intuition, the ability to express one's opinions and feelings freely, and be natural.

During the reflection training session, it is important to keep to the main norms and principles of training communication, which we examine below.

1. Communication based on the principle "here and now". For many participants, it is characteristic to want to switch to discussion of past and future events. However, one of the tasks of a training session is to turn a

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group into a kind of large mirror, or even a system of mirrors, in which each of the participants can see themselves while they are doing exercises. This is achieved, among other things, by the fact that there is intensive feedback in the group, based on trusting interpersonal communication.

2. The principle of personification of statements. The essence of this lies in voluntary rejection of impersonal linguistic forms, which help to mask the position of the speaker in everyday life, or avoid direct statements in undesirable cases.

3. The principle of emphasis of the language of feelings. According to this principle, participants of the group should place an emphasis on emotional states and demonstrations (their own and of their partners in the group), and during feedback time (if possible) they should use expressions that record these states. Accordingly, each student has the task of reorganizing their style of communication, in particular the ability to differentiate clearly and adequately express their feelings.

4. The principle of activity. Following this principle is the main requirement for behavior among training session participants. This involves the real inclusion of each student in intensive group interaction with the aim of goal-oriented perception of themselves, the partner and the group as a whole.

5. The principle of trust. This involves the creation of favorable conditions for trusting interaction between participants of the training session, ensuring a group dynamic, and to a significant degree determines the productivity of the lessons. One of the steps for realizing the principle of trust is the common use of the familiar second person pronoun, which brings and element of trust and intimacy, and enables the psychological equalizing of positions.

6. The principle of confidentiality. The essence of this lies in the obligation of the group participants not to take the content of the interaction that developed during the training process outside the group. This also enables trusting relations and sincere contacts to be established. Confidentiality gives the group the opportunity to maintain its discussion potential.

The proposed special study and development course of training sessions has made it possible to create an appropriate reflection situation as a combination of psychological conditions, in order to develop reflection components of professional self-determination for students of the technical school.

FORMATION OF NATIONAL AND REGIONAL SYSTEMS OF CONTINUOUS FORMATION, UNIVERSITIES AS THE CENTRES OF CONTINUOUS FORMATION AND SCIENTIFIC RESEARCHES

PRIMARY AND SECONDARY VOCATIONAL EDUCATION AS ONE OF THE BASIC ELEMENTS OF ECONOMIC GROWTH
N. E. Kolesnikov

Everlasting relevance of training of skilled staff, particularly, workers and middle specialists continues in the current conditions of crisis where employment of the available manpower is a problem in many cases. However, even today, many enterprises have a need for skilled, the more so, highly skilled employees. What is more important is that without such specialists one cannot expect that the Russian economy will quickly overcome the current financial and economic situation and continue to develop.

Let us consider a few questions of staff training in primary and secondary vocational education institutions.

From the perspective of preparing young people for work, the preferred areas of work and occupations and selection of occupations are clearly reflected in disproportional distribution of school leavers in favor of higher professional education. In many educational centers of the country (for instance, St. Petersburg), the number of enrollees in higher education institutions is almost equal to that of school leavers. A certain level of enrollment in primary and secondary vocational education institutions is only maintained by enrollees from other regions and provinces who move to large cities to continue their education. At the same time, the demand of the economy for skilled workers and specialists with a middle level of qualification is met by graduates from these education institutions in St. Petersburg only by 5 – 10%. This has caused the current critical staffing situation, where the number of specialists with higher education who "settle down" in the cities is 4.5 times as much as required, while that of those with primary and secondary vocational education is 2 and 7 times as less as required, respectively. Therefore it takes a long time for many graduates from higher education institutions to find a suitable job, while a lot of funds (both budgetary and personal), efforts and time are spent to train them. They are often forced to agree to jobs that are far from being in line with the

The quality of staff training in PVE institutions often fails to meet the requirements of modern production and the employers' demands. The problem is not only imperfect training technology and outdated equipment, which prevents students from gaining a proper level of qualification, but also qualification itself. The requirements to the level of qualification of a graduate set forth in the educational standard, in particular, prescribe that training should correspond to the 3rd grade. Therefore enterprises have to provide workers, who have graduated from vocational colleges and schools, with additional training corresponding to the 4th or 5th grades, so that they are able to participate in production processes to the fullest extent possible. Experts suggest that in order to overcome this and other similar deficiencies in vocational training of skilled workers in PVE institutions students should spend more time practicing their vocational skills. The education institutions should be granted the right to provide more profound and in-depth vocational education in major occupations. Moreover, they should train their graduate students in allied occupations, so that they gain qualification grades and professional qualification profiles required by production. When providing support to employers, the vocational colleges and schools should increasingly undertake the functions of permanent skills improvement centers for adults (along with training teenagers in their first blue-collar occupation).

Secondary vocational education institutions deal with training of middle specialists along with providing them with blue collar skills in particularly complex occupations that require that a specialist has secondary vocational education in accordance with the wage rate and qualification characteristics or professional standards. As it is known, there are currently two key types of secondary vocational education institutions in this country: technical school and college. Technical schools implement the basic secondary vocational education programs. Colleges implement the basic and advanced secondary vocational education programs.

The statistical data shows that over the recent years, the development of secondary vocational education was more successful in terms of quantitative indicators than that of primary vocational education. As of January 1, 2007, the number of secondary vocational education institutions in Russia amounted to 2,847, including 2,631 state and 216 non-state institutions (92% and 8%, respectively), with the total number of students of 2,514 thousand people, of whom 2,388.9 thousand people studied in state institutions and 125.2 thousand people studied in non-state institutions (95% and 5%, respectively). For reference: in 2004, the number

of SVE institutions was 2,805 (99% against 2007), including 2,637 state and 168 non-state institutions (100% and 78% against 2007, respectively). Approximately 60% of the total number of the secondary vocational education institutions is under the supervision of the constituent entities of the Federation. SVE institutions train skilled workers and middle specialists in 260 occupations. Knowledge and technology intensive occupations account for 15% of the total number.

Analysis of the structure of training of skilled workers and specialists in SVE institutions shows that there is a persistent problem in this area: for many years the structure and scales of staff training have not been in line with the needs of the regional and national economies. 40% of the graduates from SVE institutions are economists and lawyers; only 18% of the graduates are trained to work in industry; 7% - in transport, 7% - in intensively growing building industry; 4% - in agricultural production, and 5% - in service sector, catering and housing and utilities sector. All this is mainly caused by orientation of secondary vocational education towards raising non-budgetary funds by means of providing training in marketable occupations (lawyers, economists, specialists of beauty parlors, etc.) on a contractual basis. Underfinancing of education institutions from the local and federal budgets forces them to raise non-budgetary funds in order to pay wage supplements to SVE employees, thereby retaining the staff.

Until recently, primary and secondary vocational education had to tackle the problem of its own survival in the first place. Inadequate amounts of budget finance and investment, in fact, brought to naught their opportunities to upgrade their educational and material resources. The employers did not see strong economic incentives to invest in these education institutions. As a result, more than 70% of the equipment has exhausted its service life. There is almost no new construction or reconstruction of buildings and dormitories. The lowest level of remuneration and scholarships in education hampered the renewal and innovative development of staff of education institutions (teachers and training officers). Domination of higher education and orientation of general education schools exclusively towards meeting the requirements of universities have a negative impact on prestige and efficiency of PVE and SVE.

A new stage in the development of the subsystem of primary and secondary vocational education started in 2007 when the government began to provide a profound support to these education institutions, primarily, in the framework of the "Education" National Project. An independent area of activities, which has been implemented under this

National Project since that time, is known as the "State support to training of regular workforce and specialists for highly technological production facilities in state primary and secondary vocational education institutions" (the Decree of the Government of the Russian Federation of December 30, 2006, No. 850). A strategic task is to overcome a gap between the structure, scale and scope (quality) of training of skilled staff of the qualification level in question and the demands of enterprises in different sectors of the economy. The governmental support to the implementation of the innovative programs in primary and secondary vocational education institutions amounted to 1.8 bln rubles. The co-finance, including that from the budgets of the constituent entities of the Russian Federation and employers' money, amounted to 2 bln rubles, exceeding the amount of the state support (1.1 bln rubles of that was provided by employers). This reflects an interest of both regional authorities and employers in improving training of skilled workers and middle specialists.

Implementation of this project at the level of primary and secondary vocational education involves the development of interactions between the education institutions of this subsystem and employers; acceleration of creation and development of the relevant innovative educational resources, including the development of a new generation of state educational standards; the creation and implementation of innovative teaching methodologies and technologies, etc., which ultimately contributes to the improvement of the quality of vocational education in these education institutions. A new phenomenon in the framework of these transformations is the establishment of resource centers and development of new organizational forms of vocational education. The government has elaborated the Package of Measures for the Development of Primary and Secondary Vocational Education for the Period Until 2010, which is implemented through the projects of the Federal Target Program for the Development of Education for 2006 – 2010. Another package of measures for the period until 2010 involves the improvement of vocational education structure in terms of the scope of training in colleges, technical schools and vocational colleges and schools; the establishment of closer relationships with enterprises; the renewal of the material and technical facilities of education institutions; the provision of training of staff with qualifications required by production, primarily, highly skilled workers.

It is expected that upon completion of this 3-year phase of the National Project it will be extended until 2010 – 2011 and the annual state

support to primary and secondary vocational education will be increased up to 3.6 bln rubles.

Funds allocated for the development of the vocational education system are primarily used to improve the educational and material resources. Educational machines, laboratory and classroom equipment should not only be modern, but also capable of meeting the requirements of tomorrow. The technical and material facilities of this type are increasingly often created these days through a merger of several education institutions, which are related in terms of technology and occupation, into powerful educational centers.

One of the important drivers of the future successful development of the primary and secondary vocational education subsystem is to ensure proper staffing with teachers and training officers. The current lack of such staff in many respects hampers the modernization of the educational processes in these institutions, primarily, in the education institutions subordinated to the federal center (as can be seen from the regional experience). One of the major reasons for this is low salary, which, in many cases, does not correspond to the level of qualification of these specialists.

An important area in the development of the primary and secondary vocational education subsystems is to integrate the PVE and SVE programs and create relevant integrated (two-cycle) vocational institutions at the facilities of the existing colleges and technical schools. Another tendency is to transform vocational schools into specialized secondary education institutions (technical schools and colleges) which will continue to provide training on the PVE programs. This should ensure an increase in enrollment and amount of training on the SVE programs on the basis of PVE, which is quite relevant in the context of the current demographic situation and low popularity of primary vocational education institutions among young people.

The integration processes help to eliminate duplications in training of skilled workers and specialists of middle and high professional level and to ensure more efficient utilization of financial resources, material and technical facilities, educational and laboratory resources and staff capacities.

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for some students to learn their basic occupation, for others to be trained in additional profession, and for employed persons to master an allied occupation or upgrade their skills. Training throughout one's working life has become an objective requirement of the developing innovative economy and increasingly becomes a daily reality. It is expected that the federal educational standards for a new generation of PVE and SVE will be developed and put into effect before 2010. It is the first time that these standards are to be developed in cooperation with employers. They will help to establish direct links between the basic functions of labor activity and necessary education attainments and professional competences of graduates. The new standards will provide for more freedom of vocational education institutions in defining the scope of vocational program taking into account the wishes of employers.

An important and complicated task for many years has been to ensure that school leavers are oriented towards being trained in blue-collar occupations in accordance with the demands of the labor market. Recently, the regional authorities began to pay more attention to vocational guidance, hoping to redress the situation where all school leavers aspire to enter higher education institutions. For example, the municipal authorities of St. Petersburg implement the Program of Vocational Guidance and Adaptation of Students of General, Primary and Secondary Vocational Education Institutions to the Labor Market. The program is targeted to schools, lyceums, colleges and technical schools. The participants of the program are parents, employers, public associations which represent their interests, etc. The scientific and methodological support of this activity is provided by the Center for Human Resources Management in the Region (a division of the Academy of Post-graduate Pedagogical Education), which examines the situation on the labor market, demand and supply dynamics, etc.

Apart from the vocational education institutions, which are interested in inflow of general school leavers to their classrooms, and enterprises, which are concerned with the deficit of skilled workers and middle specialists, public institutes also play their role in helping young citizens of the country to select an area of occupation. Mass media (TV, radio, printed media, movies) could have taken an active part in providing young people with guidance in the world of professions and occupations. They daily tell us about the advantages and achievements in culture, about festivals and competitions in music, cinema, etc., while the staffing problems in the real economy are only mentioned passingly and occasionally. At the same time, complete information about the modern status of staff training in primary

and secondary education institutions, brand new qualifications of graduates, their prospects and opportunities for further professional and social growth and development could provide a different, more positive perspective to the opinion about these education institutions and occupations. It is important that senior school pupils and their parents see that primary and secondary education currently undergoes transformations to be smoothly integrated into the single vocational education system of the regions and the country.

Along with that, a no less important role in increasing the prestige of the occupations in question and the respective area of work as a whole is played by the scope and conditions of work at the workplaces where skilled (as well as low-skilled and unskilled) workers and middle specialists are employed. We believe that this issue is one of the key issues (along with, for instance, remuneration) from the perspective of shaping a positive attitude to mass technical labor and respective occupations among young people. While the issues of remuneration of skilled workers are in many cases solved positively, the scope and conditions of work at the workplaces ("conditions of work" are understood here in a restricted sense in terms of its heaviness, harmfulness to health, sanitary and hygienic criteria, etc.) for the majority of blue-collar occupations in Russia (be it in industry, construction or other sectors) still belong to the domain which is neglected by employers, who for the most part own our economy.

The programs for innovative restructuring of the economy of the regions and the country as a whole or the pinpoint islands of nanotechnology and similar initiatives encompass only the tip of the economic and socio-economic "iceberg", which is far from being determinative. A large-scale transformation on the basis of such principles for the purpose of solving said problems at workplaces and maintaining the occupations of the lowest and middle qualification field does not take place and we are unlikely to observe considerable changes here in the nearest future. One can hardly expect any progress without active governmental involvement in work aiming to radically redesign the scope and conditions of work at mass workplaces, hence, the scope and qualification requirements of the key blue-collar occupations in the economy. A comprehensive and profound redesign of the scope and conditions of work for workers, in particular, skilled workers, who are trained in the primary and secondary vocational education institutions, is one of the critical factors for making these occupations more attractive, first of all, in the eyes of young people who have to choose their future professional career. Without

taking these measures we cannot seriously believe that talks and persuasions in the framework of vocational guidance are capable of convincing teenagers to select to become, for example, a fitter or a machine operator, unless they are forced to do so by other life circumstances.

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**MUNICIPAL UNITS AS INITIAL TERRITORIAL CENTERS
OF INNOVATIVE INITIATIVES
AND CONTINUOUS EDUCATION
N. A. Lobanov**

In this paper, the first municipal units are examined as practically inexhaustible resources of innovative initiatives and centers of continuous education, as a source and form of organizing a mass initiative of creative activity of residents of municipal districts; it is established that the necessary condition for a mass move towards an innovative society to arise and develop is the formation of innovative thinking among the population, and the construction, first of all, of the necessary social infrastructure in municipal districts.

1. In Russian history, there has not yet been a period when the transition to the path of innovative development has become perhaps the only condition for its existence and development. The evidence of this socio-political fact was clearly shown during the present economic crisis. Scholarly and publicist articles were full of such terms as "innovation", "innovative development", "innovative approach", which at first glance is very similar to publications of 20–25 years ago, when almost every socio-economic article began with the words "in a situation of scientific and technical progress", "in the situation of the scientific and technical revolution". But the innovative approach is nothing more than an attempt to speed up the dynamics of scientific and technical progress. Accordingly, it is not the words that are the main thing (although correctly formulated concepts and tasks are extremely important), but the means of carrying out the move to innovative development. And here it is important to repeat numerous mistakes of the past in implementing the concept of speeding up scientific and technical progress. I think that the main mistake of ideologists of speeding up scientific and technical progress in the past was that the object of major investment and innovative activity was mainly major engineering projects and the defense industry, and not small and middle industrial enterprises in the service sphere, which are designed to satisfy the numerous requirements of the person from day to day. The person – the creator and engine of scientific and technical progress – did not feel these achievements in everyday life, while western powers, thanks to the free market, fully satisfied the individual everyday requirements of the population, which in its turn through the goods and services market

invested in these small and middle enterprises, which enabled their innovative development. The strategy of scientific and technical progress in the USSR, which primarily solved important strategic and tactical issues of national defense, practically excluded the numerous everyday requirements of the person. And the fact that many social goals remained declarative promises was directly connected with the situation when the social sphere of vital activity was not an object of scientific and technical progress, or an objective of innovative activity, as we would say today. We will not examine the economic and social consequences of this strategy (there has been enough written about this, even though the statements have been contradictory), but we must draw lessons from the past, in order not to allow a mistake of this nature in developing the national strategy of innovative development of Russia over the next decade. And the first requirement which the national strategy of innovative development should meet is systematic integrity.

It was this aspect of the national innovative system that Russian President Dmitry Medvedev drew attention to when speaking on 18 April 2008 in Dubna at a session of the Presidium of the State Council of Russia. In his speech, he emphasized the fact that the main elements of the Russian innovative system have already been created in the country, and are already functioning, but that the instruments for supporting innovations are poorly linked with one another, and individual cycles of innovative production are disconnected and poorly coordinated. He continued: "…we…are forced to state openly that today, they do not form a system. Although we use the term "innovative system", it is not yet a system: it is a set of close but so far not sufficiently diverse elements… As a result, the scale and the actual productivity of innovative activity remain very low." To confirm these words, Medvedev gave figures: "…the percentage of industrial enterprises carrying out the development and innovation of technological innovations does not exceed… 10%. And the percentage of innovative production in the total volume of industrial production is just 5.5%.... It is clear that decisions must be found which make it possible to ensure the mass, serial creation of innovations, so that the percentage of enterprises carrying out technological innovations grows to 40-50%, and the percentage of innovative production in the total volume of industrial production grows to 20-25%. At the same time, the internal expenses on studies and developments should grow from 1% of GDP today to 3% of GDP, including by increasing expenses of private business on research." Medvedev continued: "I stress that these are absolutely realistic guidelines,

which the national innovative system should reach by 2020" [1]. In this speech by the Russian President, the time and quantity parameters are given for realizing the goal of the national innovative system. The social and economic policy of the state will be focused on carrying this out over the next decade.

2. Based on the requirements of the principle of systemization, we would like to point out that in state innovative policy, municipal units have so far not received status consolidation. At the same time, the population of these territories are not only employees of enterprises and organizations which in their workplaces and within the bounds of their competency make their contribution to developing material and intellectual capital, but also the residents of these territories, and each territory is an innovative resource. And no one better knows the potential resource capabilities of these territories than the people who live in this area. Each resident of a municipal unit, according to their powers and abilities, can make their contribution to collective innovative activity, and employees of municipal units are obliged to do this. But all of this activity must first be taught, which is something that universities can do; and secondly, this activity must be organized, and necessary conditions must be created, which is what bodies of municipal administration must do, as this is one of their functional obligations.

Two questions arise here: "With what forces – organizational structures – will work be carried out for mobilizing collective innovative activity on the territory?"; "Are their specialist researchers and specialist organizers (managers) of the sphere of municipal administration?"

We will try to answer the first question. In our opinion, several Centers of territorial innovation should be created on the territory of the municipal unit, with provision of necessary expenses in the municipality budget, and in each municipal unit, a small research group should be created – mini-regional scientific research institutes (from 2 to 5 people depending on the qualitative indicators of the municipal unit). The staff of these small institutes will be formed for the period of developing a specific research task for the given territory. It is possible that during the period of formation (or experiment), special funds will be allocated for these goals from the federal budget. This is not a daydream, but an attempt to move to the management and development of municipal units as a resource object, the potential abilities of which are not exhausted when another premises is put up for rent, which is what many municipal workers spend most of their time doing, in the search for additional sources of income which is not only

municipal. The idea and meaning of local self-administration lies in looking for new decisions in the wide sphere of organizing vital activity on this territory. This is stipulated by point 1 of article 130 of the Russian Constitution: "Local self-administration in the Russian Federation provides an independent solution for the population of issues of local significance, owning, using and managing municipal property". The Russian Constitution allows the population of this territorial structure to solve issues of local importance independently. Bodies of local self-administration must not only deal with current issues, but also look ahead, and think about the development of their territory, and improving the vital activity of people. Regional media structures should also be involved in this work. Of course, forming an innovative culture is not achieved in a year, but rather over the course of decades, but a start has to be made at some point.

As for an answer to the second question ("Are their specialist researchers and specialists organizers (managers) of the sphere of municipal administration?"), it must be said that so far educational establishments are not training these specialists, but they were not given this task, and there was no order for training specialists of this level of administration from regional and federal bodies of power. At the same time, universities are quite capable of developing special curricula for training baccalaureates and masters of municipal administration, bringing these curricula as close as possible to the special features and requirements of the territories. Bodies of territorial administration and self-administration must overcome corporate official insularity (and the narrow-mindedness inherent to this insularity), and involve university scholarship in joint development of social and economic development of territories. It is necessary to change the existing opinion of a municipal unit as a low and extremely simple territorial organizational structure of administration, and see it as the primary territorial structure of state and society, which within its jurisdiction has most of the functions which the state has. This is why one of the objects of the national innovative system, and its structural element, in our opinion, should be the municipal unit – the primary territorial unit of innovative activity.

At present, state policy in the field of innovative activity is concentrated on scientific research and technology of the new generation, which can provide a breakthrough for individual fields of science and practice. And this movement "from top to bottom" is in no doubt. But for effective implementation of state innovative policy, it is no less important that there is at the same time the development of movement "from the

bottom to the top", so that millions of "ordinary" citizens take part in this movement. The sphere of innovative activity is not only limited to science, technology and production, as we are currently informed in national scientific and journalistic magazines, but it also the sphere of social activity. In removing the social sphere from innovative activity, we see a serious barrier that hinders the implementation of state innovative policy, and disrupts the systematic principle. The experience of socialist competition, for all its formalism and festishization of party directives, had enormous importance in activating the labor initiative. Particularly the labor initiative of the 1920s-1940s. This experience was developed in post-war Japan, and is actively "exploited" today. The author of this paper was directly convinced of this during three training periods at the Japanese Center of Productivity and at a factory of the Nissan Company. In Japan, there are "circles of quality" at all industrial enterprises and in the service sphere, between which competition is organized. These competitions are multi-tired, within workshops, within enterprises, within regions, cities, prefectures, and nationwide. And these competitions take place every year. The goal of these "circles of quality" is to raise productivity through individual or collective proposals for improving work and the economy in its wider sense. In total, there are several hundred million of these proposals every year. It is this movement that made it possible to create the "Japanese miracle". "Circles of quality", competition between them – this is the movement of innovators "from the bottom to the top". And this is what Russian state policy lacks in the field of innovative activity – involving the working population in this activity. An important role in developing innovative activity of the population is also played by municipal units.

3. But there is another problem connected with the move to innovative development of society, and if it is not solved, the organizational proposals given above will not move from the category of one-off social phenomena to a social process of national significance – the formation of innovative thinking among the population. As we know, economic and other success is achieved not by the country where the invention is discovered (innovation provided), but the country that puts this invention into mass production more quickly. The innovative resource of the country is the entire population of the country; and each person, according to their intellectual abilities, may contribute to the innovative potential of society. Forming innovative thinking and developing it is a process that accompanies the person throughout their entire working life, and is directly connected to continuous education. This is why forming innovative thinking

should begin in early childhood, continued at school and at institutions of professional education, and throughout the career of a person, institutional and non-institutional forms of continuous education should support and develop their ability for creative self-realization in work.

Conclusion. In order to provide the country with a necessary and sufficient level of innovative activity, it is necessary: firstly, to create a state and corporate system of continuous education, the vector of which is directed not only to raising the professionalism and competence of workers, but also to developing innovative thinking of the population as a whole; secondly, to regard municipal units as primary territorial centers of innovative activity, give them according national status, and on a shared basis (federal + municipal) finance the work of municipal units in the field of innovative activity.

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PROSPECTS OF DEVELOPMENT OF THE SYSTEM OF TECHNICAL AND PROFESSIONAL EDUCATION IN KAZAKHSTAN

T. I. Espolov

In recent years in Kazakhstan, a number of new normative documents have been released which create conditions for emerging from the world economic crisis by creating a labor potential of economic support for the development of the country's industrial production complex. Therefore, it is important to examine problems of the further development of the system of technical and professional education in light of issues with arise in connection with the prospects of the country's economic development.

Building a new Kazakhstan has given a global goal to the education system, and namely: to carry out in practice training of competitive staff at the level of international standards. The State program of the development of education in the Republic of Kazakhstan until 2010 and the Law "On education" are designed to achieve this goal. The structure of these documents was predetermined by a conceptual idea on the creation of a completely new educational environment in the country. According to these documents, Kazakhstan will enter the world education space by solving the following issues: (a) updating the structure and contents of all levels of education; (b) improving study, introducing innovative technology; (c) further development of the national system for assessing the quality of all levels of education.

At present, the structure of the Kazakhstan system of education is being brought into compliance with the criteria of classification of educational programs of the International Standard of Education Classification, which was recommended by UNESCO. This structure stipulates the realization not only of professional educational programs of different levels, but also specialized study programs, study programs of additional education, and education for adults. This is necessary for a quality breakthrough in training staff of technical, professional and service work, which is caused by the constant growth in the scale and complexity of tasks of the industrial and innovative development of Kazakhstan in the conditions of global production processes, and the move of the country as a whole to a "knowledge economy".

The creation of a highly effective national system of continuous technical and professional education is one of the main conditions for

ensuring the stable economic growth of the country, the social stability of Kazakhstan society, and a mechanism for supporting the stable employment of young people, their social safety in the conditions of the developing market economy. At the same time, it can be said that the paradigm of education has shifted from "education for life" to a realization of the need and possibility for "education throughout the course of one's entire life". So everywhere at institutes of study in the country, advanced technologies and methods are being introduced, new methods of conveying knowledge and developing motivation of pupils. The next innovation is the transfer to 12 years of study in 2010. At the same time, the curricula of the 11th and 12th classes will be designed for full pre-specialization training and specialization study. They provide a wide opportunity for pupils to select an individual form of study.

It must be noted that the Law "On education", serious changes have been made to the existing structure and contents of technical and professional education: training of qualified staff should be carried out on the basis of 10 classes, and on the basis of general secondary education at professional lyceums, academies, colleges and higher technical schools. However, it proved insufficient only to create a favorable legal framework for training staff not only for popular professions, but for rare professions. It became necessary to pass the State Program for development until 2012 (hereinafter the Program) of the system of technical and professional education. This was caused by the need to provide branches of the economy and employers with qualified technical and servicing specialists.

The program stipulates carrying out all measures in two stages: the first is institutional modernization (2008-2010), and the second is stable development (2010-2012). At present, the first stage is being carried out. The Program poses many new tasks for educational establishments, including: improving training of staff with new advanced contents as a prospective basis for the formation of a middle class which can ensure the stable economic development of the country. The solution to this and other issues not only depends on the image of the educational establishments, but on the pupils themselves, on the attitude of parents, employers and society to the system of continuous professional education.

Pupils who begin to study the foundations of their profession in the system of primary and secondary professional education will be able to become true masters of their trade. Employers will be glad to hire people who have graduated from a school of professional mastery, rather than having university education without the necessary practical training. The

new education programs that are created within the Program are directed towards forming basic and special competencies among pupils. In these conditions, they will always be more attractive both for young people and for employers. If in the past, the graduates of primary and secondary professional educational establishment were not hired in an organized fashion, in the new conditions (together with employers), a new system for organizing production training and professional technical and technological practice will be organized at the specific workplace, where graduates may go after they graduate from the education establishment. In order to find jobs for graduates, assistance systems will be created together with employment bodies. The percentage of pupils studying the system of continuous professional education, and those wishing to continue study at universities, will increase by up to 30%, and among this number the percentage of graduates receiving a high level of qualification in more science-intensive fields of specialization will increase by up to 20%. This system should be implemented both at universities and at secondary professional educational institutions, raising the education level of pupils and allowing them to enter universities. This approach to the problem of selecting school-leavers from pupils of secondary professional educational establishments will raise the image of these educational establishments, and the professional mastery of graduates of these universities will only gain from this.

Another important problem is the development, drawing up and signing of memorandums with associations of employers and representatives of major enterprises on issues of training, re-training and advanced training of staff. Educational establishments did not previously have experience in drawing up these agreements. The main task is to trains specialists with universal and flexible skills who are capable of continuously raising their educational level. Only in these conditions will the task be fulfilled that was set by the Program. Educational establishments of Kazakhstan must create new educational programs directed towards forming basic and special competencies among pupils, which would become more attractive both for young students, and be more in demand among employers. Furthermore, scientific and scientific-pedagogical workers must develop over 800 textbooks and the same number of study guides on various specialized disciplines. The process of forming a state educational order should proceed taking into account the requirements of employers and the labor market, for which it is necessary to improve the contents of over half the state compulsory standards: innovative integration educational

programs are required in new directions of technical and professional education.

In order to work in accordance with international standards, and also in order to completely replace the foreign workforce in Kazakhstan, it is necessary to create modern innovative programs and start using them to train pedagogical staff for primary and secondary educational establishments. These pedagogues should be capable of introducing the new system of production study together with the employers at a specific workplace. At the same time, an independent assessment of the quality of training staff and their certification must be carried out on over 70 special fields and professions, constantly increasing the percentage of graduates of educational establishments who have receive a high level of qualification.

Providing for the future requirements of labor resources for the economy must be carried out above all in rural areas. The strategy of employment during the world crisis should be directed to full, joint work with professional educational establishments for re-instructing and re-training staff. The main direction of reforms during the crisis is to organize the re-training of specialists on the basis of existing educational establishments, so that everyone who wants to work in a new profession can receive this opportunity.

Therefore, the future of Kazakhstan depends on the further modernization of professional educational establishments which are capable of boosting the economy and developing the basic infrastructure of the country.

ON NEW APPROACHES TO THE DEVELOPMENT OF THE TECHNICAL AND VOCATIONAL EDUCATION SYSTEM IN THE REPUBLIC OF KAZAKHSTAN

B. Abdykarimov,
N. I. Rakhimzhanova

The review of the existing system of technical and vocational education (hereinafter "TVE") to be performed by local and international consultants began in June 2007 in the framework of the Agreement between the Ministry of Education and Science of the Republic of Kazakhstan and the World Bank on the assistance in the preparation of a project for technical and vocational education. The World Bank's team fully supports the statement that "the improvement of workforce necessitates the creation of new approaches to the system of training and professional education of workers, which should be flexible and adaptable to the changing economic and technological realities".

However, the current system still has a lot of unsolved issues and alternatives which have to be closely examined and reviewed. Unfortunately, there is a gap between the skills demanded by the labor market and the capabilities of the existing TVE system to provide the developing sectors of the economy with specialists under the current vocational programs. This is one of the reasons why the graduates from vocational lyceums and colleges do not meet the current needs of the labor market and the requirements of the dynamic and changing economic situation. Moreover, the training of blue-collars is influenced by the following factors: (a) the crisis underwent by the system due to the drop in the quality of training because of deterioration of the material and technical facilities; (b) lack of skilled teaching staff; (c) lack of training materials, outdated equipment and lack of finance. As a result, we observed the reduced prestige of the TVE system and insufficient interest of the employers in participating and supporting it. Before a new document on the long-term TVE development is adopted, it is necessary to seriously consider the implementation of a program for a comprehensive investigation of the existing TVE system.

As the branches of industry actively invest in the development of their technological and innovative capacities, the demand of the labor market for employees with a wide range of basic and applied skills increases. Today, a young worker needs to have not only knowledge of foreign languages, mathematics and natural sciences, but also other competencies such as

the ability to communicate with colleagues, perceive and use information properly, manage resources and work in team. It is well-known that knowledge becomes the main economic recourse of society; therefore, general secondary education in many countries – and higher education in some most technically developed countries – gradually acquires the wide-scale nature. The previous opposition between vocational and general education at the level of secondary school was resolved by a compromise. Even the countries that decided to upgrade the level of secondary school leavers in accordance with the requirements of the labor market by the introduction of vocational training in the curricula admit that high-quality general educational knowledge is the main component of education.

The existing TVE system in Kazakhstan is capable of training specialists with specific skills for one specific job. A new, more large-scale system should aim to achieve far-reaching goals, that is, ensure an employee's career development, as well as an opportunity to continue education and get higher education in the chosen profession. The main areas of reforms in the TVE system should be oriented towards the development of a curriculum for general secondary education, which would include a single standard of general education for all specialized training programs. The program should also promote the new structure and curriculum for postsecondary education and aim to design and implement the mechanisms for monitoring and evaluation of the results in order to improve the quality of the new TVE system. The structure of the new program will be as follows: improve the working capacity of young people, improve qualification of workers in different sectors of the economy, develop "human resources" in Kazakhstan and develop the capacities for retraining and continuation of education.

The main goal of the program is to improve the working capacity of young people, develop their abilities for further skills improvement; and offer the employers workforce with competitive skills and competencies. The progress in achieving this goal can be evaluated by the following indicators: (1) the level of youth employment; (2) the involvement of the TVE graduates in continuing training programs; (3) the degree of the employers' satisfaction with professional skills and competencies of the TVE graduates. The state TVE program aims to modernize the existing TVE system, so that it conforms to the requirements of the employers and interests of the students. Modernization will encompass the following levels of education:

secondary school: the programs for technical and vocational disciplines will be developed and fully integrated into general secondary education. These programs will provide a wide range of professional skills, as well as flexible patterns of postsecondary education;

postsecondary education: the specialized programs for vocational skills will be developed to clearly define the patterns of career advancement.

In general, the new system will provide the students with a modern methodology for evaluation of their professional skills, while the employers will get a transparent system for diagnosing the graduates' abilities, which will simplify decision-making associated with staff recruitment.

One of the important problems associated with the human resources development in private sector is professional training on the basis of short-term courses. At the moment, the national capacities for providing a proper level of workforce training for small and medium-sized businesses are limited. There are several reasons why vocational education, which is focused on the needs of young people, does not meet the requirements of employers. The Law of the Republic of Kazakhstan "On Education" and the practice of one-year courses provide an opportunity to create a staff training system, which would be separated from secondary vocational education and aim to satisfy the needs of employers in small and medium-sized business. The results of the sociological surveys carried out at the enterprises of Karaganda Region show that there is an acute need for skilled workers in occupations, training for which is provided by the TVE system. For example, 48% of the enterprises which took part in the survey noted that they would need workers in the following occupations: gas welders, electric welders and electric welders on semi-automatic machines. 52% of the enterprises did not answer to this question. This means that they neither have a development plan, nor a program for retraining and reeducation of workers and specialists. 39% of the enterprises engaged in the survey performed and perform scheduled retraining of workers on a regular basis; 42% of the enterprises provide retraining occasionally; and 19% of the enterprises do not provide retraining at all. The majority of large enterprises understand the importance of the on-job training and retraining, but funds allocated for these purposes are not sufficient.

There are several approaches to improving the flexibility of the TVE system. The first approach is to utilize equipment, technology and human resources more efficiently. For example, education institutions might be granted the right to use part of the budget allocations at their discretion, for

example, to hire instructors on a temporary basis and develop training programs. This can ensure a more flexible response to the needs of the labor market;

The second approach is to enhance organizational autonomy of the providers of educational services by decentralization or corporatization and engagement of specialists from industry. Thirdly, the TVE system provided with significant financial, material and intellectual resources has more opportunities for flexible management. For example, the availability of well-developed educational and planning documents and highly skilled teaching staff can contribute to reducing time for the adaptation of the TVE system to the changing requirements of the labor market.

THE SIGNIFICANCE OF PREPARATION FOR FLEXIBLE FORMS OF EMPLOYMENT IN THE CONTEXT OF CHANGES AND NEEDS OF THE JOB MARKET
A. Kulpa-Puczyńska

A high level of unemployment, including a great percentage of unemployed youth, is a characteristic feature and at the same time a problem of the Polish job market. The youth unemployment in Poland is not only limited to people the most poorly educated and living in less urbanized regions. The present situation on the job market causes that even a university diploma does not guarantee employment although increases its probability. According to Polish employers this phenomenon may result from the lack of suitably qualified workers but also a decrease of the number of vocational schools. Moreover, in the present 'market situation' (a decreasing number of permanent jobs and development of untypical forms of employment, work flexibility and its spatial decentralization or individualization of employment) the chances of finding and holding a job are proportional not only to knowledge, skills and motivation of graduates of vocational schools but, to a great extent, depend on their enterprise, flexibility, creativity and mobility. The aim of this study is not to determine the state of preparation of students of vocational schools for flexible forms of employment and job organization but to try to answer the question: how significant this preparation is considering the changes on the contemporary job market?

Contemporary employment model and its basic characteristics
The model of employment functioning today has changed significantly mainly as a result of the need to adapt the ways of employment to the changing market environment. The unstable situation for business activity and a strong competition are decisive factors for employers who more and more often resign from an expensive model of permanent employment and choose a cheaper, more flexible one.[1]

A nonclasical model (flexible, changeable) is based mainly on untypical forms of employment and a flexible business structure which divides human resources into groups of workers flexible in terms of number, concentrated around a stable basic group, which realizes key and

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[1] U. Beck, *Społeczeństwo ryzyka. W drodze do innej nowoczesności*, Warsaw 2004, p. 210 and following

specific tasks for the particular organisation. Thus, this model aims at decreasing the number of permanent workers in favour of different category of peripheral workers (taken on if necessary). Thanks to this, the number of people doing odd and seasonal jobs is increasing and flexible forms of employment are becoming more common e.g. telemarketing, part-time work, flexible working hours.[1] The untypical forms of work make it possible for the employers to improve flexibility of employment as well as more rationally utilise the work force, which is connected with lower unit costs and an improvement of general economic situation of companies, which in turn translates into the number of created new workplaces.[2] The contemporary employment model requires the workers to have more than just specialist professional preparation. The right attitude becomes more important so that it favours workers availability, their flexibility, mobility (professional and spatial) as well as susceptibility to changes. These features cannot be acquired during a short course or training. Thus, it is justified to talk about the important role of vocational schools in preparing young people to changes in the area of employment and organisation of work. As K. Denek wrote "[…] because of great workers' mobility resulting from constantly changing work content the conventional preparation for specific functions, activities and tasks is abandoned in favour of particular situations on the job market and related professions, which facilitates adaptation to changing needs of employment."[3]

Flexible forms of employment and organisation of work in the practice of Polish companies

In Poland replacing the traditional model of hired labour by flexible forms of employment and organisation of work is not as popular as in other Western European countries, where such forms, since the 80's, have systematically been more important. This has been favoured by both suitable legal regulations and specific programs which guarantee the improvement of the situation (financial, social and educational conditions) of people working in flexible forms of employment. Polish companies, however, will not be passed over by the world trends because the increase of the demand for untypical forms of employment is strongly connected with

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[1] E. Bąk, *Elastyczne formy zatrudnienia*, Warsaw 2006, p. 3 and 8-10
[2] Z. Malara, *Przedsiębiorstwo w globalnej gospodarce. Wyzwania współczesności*, Warsaw 2006, p. 214
[3] K. Denek, *Ku dobrej edukacji*, Toruń – Leszno 2005, p. 99-100

economic and technological changes, processes of European integration and globalisation tendencies. According to E. Kryńska the employers themselves start to see the possibility and need of gradual departure from the classical model of employment, being governed mainly by too high costs of employing (dismissing) workers and the stance that the size and structure of employment has to suit the overall economic situation of the country as well as the needs of companies.[1]

Striving for flexibility, the companies use two strategies: defensive (traditional) and offensive (dynamic). In the first case, flexibility is perceived mainly from the angle of reducing costs of work, which favours development of untypical work relations, low level of specialisation of the workforce, decentralisation of production and moving it to areas with lower cost of work. In case of offensive strategy, greater flexibility is achieved by a wider use of new technologies, an improvement of the quality of products and work as well as an increase of productivity and specialisation.[2] Moreover, there are other factors (external and internal) which decide about the range of use of flexible forms of employment i.e. the size of the company, the place and scope of business, its type and participation of export in the general volume of production (services).[3] On the domestic job market an increase of untypical (flexible) work places can be observed especially in the area of:

- ✓ Contracting work,
- ✓ Contract of employment for definite period of time,
- ✓ Part-time employment,
- ✓ Temporary work,
- ✓ Self-employment.

Among many untypical forms of employment and organisation of work, Polish companies most often use different forms of contracting work realised through outsourcing or contracts for a specific task or commission. This fact has been confirmed by the study carried out within the framework of a research project realised in 2001-2003: *Flexibility of work demand in*

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[1] E. Kryńska, *Wykorzystanie niestandardowych form zatrudnienia i organizacji pracy w przedsiębiorstwach polskich*, [in:] Rynek pracy w Polsce na progu XXI wieku. Aspekty makroekonomiczne i regionalne, edited by R. Horodeński, C. Sadowska-Snarska, Białystok – Warszawa 2003, p. 147-148

[2] A. Hyż, *Elastyczne formy zatrudnienia,* Gospodarka Narodowa, 1997, issue 7-8, p. 38-39

[3] Z. Malara, op. cit., p. 215

Poland. Analysis and methods of stimulation.[1] It is worth adding that in Poland there are more and more outsourcing centres, which is the result of contracting work in some area of activity with an external company. This tendency has also influenced the rebirth of self-employment. Nowadays, self-employment involves not only workers, who use the experience gained during contract work to start their own business, but more often also young people, who are just entering the job market. These untypical, developing forms of employment also include temporary work. The temporary workers are interesting mainly for big companies and foreign firms, which got used to such form of employment. The temporary work is also favoured by the developing service sector.

Summary

Unemployment is a characteristic feature of market economy, but we should try to make it as low as possible among the young people, who finished a vocational school and are trying to enter the job market. For this reason, it is worth remembering that unlike other social groups the young are open to changes and new possibilities resulting from political and socio-economic changes.[2] An analysis of introduction of flexible forms of employment and organisation of work in Poland is limited, mainly because of a lack of suitable research in this area. Nevertheless, the conclusions from the available analyses can be an impulse for discussion on the structure and directions of vocational training.

The school offer should be based on a present market situation and prognoses connected with economic and technological development. That is why, preparing students of vocational schools for flexible forms of employment and job organisation is extremely important from the point of view of possibilities of employment on the contemporary, flexible job market.

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[1] The results of the research can be fund in the paper by E. Kryńska (editor) *Elastyczne formy zatrudnienia i organizacji pracy a popyt na pracę w Polsce*, IPiSS, Warsaw 2003

[2] U. Jeruszka, *Kwalifikacje zawodowe. Poglądy teoretyczne a rzeczywistość*, Warsaw 2006, p. 189-191

**PROBLEMS OF YOUTH EMPLOYMENT
AND WAYS OF ADDRESSING THEM
G. A. Firsov**

What is required by a graduate in the 21st century in order to be employed to work in his chosen profession in modern production is not only professional education, but also knowledge of general regularities of production and being a team player. He should be able to apply a proper approach to solving production problems, as well as be responsible for his acts and decisions. Besides, a graduate should be ready to face "uncertainty", which will occasionally force him to search for a new job.

However, it should be also taken into account that a young person may experience difficulties in defining his long-term life plans, because he may be uncertain about the choice of his career and lack stable life values. People of this category face an acute problem associated with the need to acquire a certain social status and find the ways of self-realization. Therefore, when getting employed, young men and women often hardly understand what difficulties they may face in the future and what adjustments should be made to their life plans. The more so that the state and governmental authorities clearly lack the genuine interest in and responsiveness to the life problems of young people.

The research carried out under the project of Russian Foundation for Humanities shows that the main contradiction typical of the modern youth labor market is an increasing gap between the working ambitions of young people and the possibilities to meet them. The social value of productive labor falls and labor motivation undergoes changes: the priority is given not to intensive and useful work in production, but to low-intensity work, which primarily aims to derive considerable material benefits by any means.

The discussion of the youth employment problems should take into account that an employer who is primarily focused on manufacturing competitive products evaluates a young specialist against rigorous criteria. First of all, they concern the level of his professional attainment, an ability to apply modern information technology and to adapt to the changing conditions and scope of work in a timely manner. The fact that young people lack necessary skills in practical application of available knowledge makes them vulnerable on the labor market. This creates a so called "vicious circle": a company requires that a young job-seeker have practical experience, which can only be obtained in the course of work, while young specialists usually lack such experience.

One of the tasks, which, if performed well, can help an individual to get a job, is a self-presentation, that is, providing the potential employers with information about him. This requires that a person know what are the possible ways of conveying information about him to the employers, what information and in which form he should present. Therefore it will be helpful if graduates of the basic education institutions gain experience in self-presentation to employers. Mastering the self-presentation techniques will help to increase the chances of the graduates in the competition for a job.

In order to make employment of young people more successful, it will probably be required to develop the specialized training programs for primary and secondary vocational education institutions, a glossary and handbook and the methodological recommendations for young specialists on organizational, legal and psychological issues aiming to make them familiar with the situations which each of them will inevitably face in the course of their labor activity. It seems to us that the educational programs of these education institutions should include such disciplines (subjects) as, for example, "The Art of Employment", "The Basics of Professional Self-determination", "The Effective Behavior on the Labor Market", "The Technology of Job Search", as well as other subjects relevant to existing labor law.

In order to find a job adequate to his ambitions, an individual should, first, clearly understand the criteria of assessment of the workplace and the level of his requirements for each of the criteria; and second, understand the condition and dynamics of the labor market, that is, shape an adequate image of the labor market. Shaping an image of the labor market requires that a person search for information in various sources, carefully analyze it and forecast changes, that is, monitor this market on a regular basis. To this end, the professional education institutions should develop closer cooperation with the municipal (district, city) employment centers and, where possible, involve the staff of such centers in this work. It is also reasonable to establish study groups comprised of pre-graduates and provide these groups with optional classes under a specialized program consisting of 18 – 20 academic hours depending on the level and orientation of professional education. The classes may be devoted to the subjects such as "The Concept and Meaning of Labor Market", "Current Barriers to Employment and Ways of Overcoming Them", "Relevant Job Search Techniques", "What Employer Expects of Us", "What Techniques Help to Get Employed", etc.

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In order to solve the problem of youth employment in the most efficient way, it is necessary to take other steps, such as, organize and hold goal-oriented excursions around the employment center office; invite the representatives of the employment center to the graduate groups so that they tell the students about the existing labor market and its demands for specialists in one profession or another. The self-management boards of the professional education institutions may organize divisions, conventionally called "Youth Labor Exchange". Its members will have an opportunity to keep in contact with the employment center and inform the students about the vacancies available on the labor market and help them with employment.

A small newspaper of an education institution should have a column, conventionally called "Notes for Graduates", which should tell the students about the labor market and ways of a job search in a popular form. Another option is to arrange an information stand. It is also helpful to hold "round tables" titled "The Problems and Prospects of My Future Profession" for particular professions with involvement of graduates, staff of the employment center and employers, as well as conferences in technological practices with involvement of the internship leaders from the enterprises. An efficient tool is to arrange a Graduates' Day, teacher-parent meetings with participation of the staff of the employment center, research and practice conferences of the students on different topics, such as "Professional Development of a Personality", "The Best in Profession" competitions, etc. It is desirable that the work with the students of the basic professional education institutions concerning their future employment should begin from the moment of their enrollment and use all the available forms. It also seems expedient to create a vacancy fair throughout Russia by developing a single register of demands for specialists and vacancies for job-seekers. This would enable enrollees to have credible information about the demand for one profession or another and the vacancies all over the country in general and in individual regions in particular.

The management of an education institution should seek to arrange internships of the students in organizations which could potentially employ them. It is quite an effective lever for solving the problem discussed in this study, because the employers are usually willing to hire graduates who are professionally trained and have proven themselves well during their internship. In some basic professional education institutions, the students, who combine study with work, are provided with an opportunity to attend classes on a selective basis. This approach enables the graduates to be

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more responsible for absorbing knowledge and mastering operational skills. What is also necessary is to pay more attention to computer training, develop distance training and provide task-oriented training on a contractual basis.

Experience shows that a number of education institutions attribute special importance to Open Days for schoolchildren. Employers and representatives of the employment center are invited to attend this event to provide information about the labor market and demand for specialists trained by this education institution.

The problem of youth employment is conditioned by many factors and only the joint efforts of the interested ministries and departments, city and district administrations, the labor and employment authorities, employers, education authorities and youth organizations can ensure that it is addressed in the most efficient way.

RE-TRAINING OF THE WORKING POPULATION:
POSSIBILITIES OF INFLUENCE ON THE "INNOVATIVE
RE-DISTRIUTION" OF THE INTELLECTUAL
POTENTIAL IN THE PROFESSIONAL STRUCTURE
I. P. Popova

This study applies to innovative resources concentrated in the professional structure of Russian society. The focus of examination is directed towards the state and existing possibilities of re-distribution of the intellectual potential in different professional groups of the working population over the last decade through professional re-training received by workers. By intellectual potential, here we mean knowledge and skills of workers employed in branches and sectors of the economy where intellectual work is used, their abilities to master and produce knowledge necessary for the functioning and development of these branches and sectors. The importance of this problem is connected with the need to diversify the economy, the growth of human capital, and the formation of appropriate institutions. An analysis of statistical data which characterizes several parameters of intellectual potential in Russia and economically developed countries shows a number of general tendencies in the dynamic of employment in branches including innovative branches –a growth in the service sector, a reduction of the industrial sector, and a growth in the IT sector. At the same time, the quality of these processes and institutions (including in the sphere of the increase of employees' qualifications) is very debatable (see for example [1]) and requires special studies.

The materials of the study are the results of an analysis of educational strategies of the working population conducted from materials from the Russian monitoring of the economic situation and the health of the population (hereinafter RMES) from 1995 to 2007 (for more detail see [1; 2]). The two main sides have been singled out for assessing the state and possibilities for retraining employees: an analysis of directions of mobility of workers who have undergone re-training; and an assessment of the effectiveness of this re-training for them. At the same time, re-training in this study is a conditional term, covering a wide range of structures of formal education, which are recorded in RMES surveys: professional courses, courses of advanced training, or any other courses, including foreign language courses, and instruction at the workplace.

In general, these types of training encompass a small percentage of workers (in 2006-2006 it accounted for just over 7% of all workers). The

distribution of professional re-training differs by sectors of the economy[1]. There are a particularly high percentage of people undergoing re-training/advanced training in sectors of the oil and gas industry, education, health, finance, the energy industry and heavy industry (the percentage of people undergoing retraining varies from 15-12% in each of these industries). The smallest amount of people undergoing retraining is found in agriculture, light industry and the food industry. People train most frequently at the company's expense in spheres of industry (primarily fuel and energy), social services, management, and least of all in the sphere of domestic services. There are small differences in the distribution of professional re-training by forms of ownership – at state enterprises it is slightly more common than at private enterprises, and to a large degree this characterizes enterprises with foreign ownership (which make up a very small percentage in the total number of enterprises).

Professional re-training and mobility of workers. The study has shown the relative stability of the influence of re-training in forming the main types. They have remained practically unchanged throughout the decade under analysis. The most common type of mobility, which is characteristic for two thirds of respondents, is the stabilization of the socio-professional situation of workers with higher human capital and a stable position at work. These are mainly workers of enterprises and organizations of a state form of ownership, and according to data received, they work in the majority of traditional areas of the budget sphere – education and health. People who receive re-training are distinguished by a higher level of education (the presence of higher education among this category of workers is invariably almost twice as high as it is for the rest of the working population), and a better material position; they are better-qualified specialists who belong to high-status professional groups, and there are more managers here. In the gender relationship, these strategies of advanced training are primarily taken by women, and this tendency is also increasing from year to year.

Another less common type is the cardinal transformation of the situation of workers who have a lower level of education (secondary education) and are of a young age. They primarily work in enterprises of a private form of ownership, holding positions of technical and clerical employees and workers in the education sphere; they primarily receive re-

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[1] This data applies to the middle of the 2000s, as previously there was no question about fields of employment of respondents in RMES questionnaires.

training in order to find employment in the sphere of retail, domestic services, finance and civil engineering.

Effectiveness of professional re-training for workers. The next step in the characteristics of the existing structures of re-training is an analysis of the link between the average monthly wage, career growth and satisfaction of the situation at work as indicators of the effectiveness of retraining. The main method is detecting statistically significant connections between indicators (Chi-square, Mann-Whitney test, one-way ANOVA).

The presence of re-training raises the probability of receiving a higher income from work by professional groups and by branches of the economy. At the same time, as the analysis showed, the level of the average monthly wage does not depend on the type of re-training – on the first or second specialization, on payment at the enterprise's expense or from one's own funds. The influence of the length of study on the average monthly wage was also insignificant. A connection is also found between a rise in status at work and the presence of professional re-training. Undergoing re-training raises the level of satisfaction with the situation at work – to a large degree this applies to the opportunities of professional growth and work conditions. A connection between all three criteria of effectiveness of the influence of re-training among workers of different professional groups was not encountered. On the whole, additional professional training does not generate career growth. The basic indicator of effectiveness remains the criteria of the average monthly wage.

We must note the features of the relation between re-training and the position of specialists according to years. One may speak of the effectiveness of professional re-training on the basis of its connection with one of the main criteria of effectiveness – income from work (average monthly wage)[1]. Based on the results of analysis, this connection throughout all the years of analysis was detected in one professional group – specialists of a high level of qualification. Here two signs of effectiveness were shown: a higher level of average monthly wage and career growth among those who had undergone re-training (this is practically the only professional group in which this combination was found). This type of advancement is characteristic for social services, and also for state form of ownership. At the same time, despite the formal signs of success, workers who had undergone re-training do not feel satisfaction of their ambitions in

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[1] Other criteria in this period are impossible to check because of the lack of appropriate questions in the questionnaires.

professional activity – the level of satisfaction is lower than among those who did not undergo retraining. Ineffective models of retraining are connected with branches of work which frequently play the role as a platform for workers to move to a different field of professional activity. One such platform is the sphere of service and retail.

Conclusions. Professional re-training, by the nature of influence on the position of workers, forms rather stable structures which to a large degree facilitate not redistribution, but preservation of the intellectual potential, and mainly among highly-qualified specialists in the budget sphere. The redistributing ("transforming") role is shown in the rise in qualification among young workers with a low level of education, primarily in the service sphere. If one takes into account the small scales of distribution and the attested practical lack of change in the position of specialists who have undergone re-training, the level of the effective innovativeness of these changes remains in question.

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ON STRUCTURAL REORGANIZATION
OF THE STAFFING SYSTEM OF THE REGIONAL ECONOMY
S. A. Ivanov

One of the major drivers of the progressive social and economic development of regions is to overcome shortage of skilled workers and specialists, which is increasingly experienced by the economies in the majority of the constituent entities of the Russian Federation. It seems to us that this problem can be solved primarily by structural reorganization of the staffing system of the economy.

Over the last ten years, the governance authorities have been relentlessly focused on the problem of staffing of the regional economy, and a great deal has been done to solve it. However, attempts to counteract the negative trends were a failure. A key reason for this problem to continue is that the efforts to modernize the regional economy were not accompanied by structural reorganization of the corresponding staffing system. Location and profiles of the staff training institutions are still oriented towards the old industry-based structure of the regional economy. The restructuring of these institutions is carried out at a slow rate. The majority of the regions lack necessary infrastructural facilities that would provide a link between the staff training system and enterprises and integrate their interests.

First of all, the scope of the staffing system of the regional economy should be defined, before providing a rationale for the key areas of the structural reorganization of this system. Let us emphasize from the very beginning that the "staffing system of the economy" is not defined by regulatory documents as a concept. However, this does not prevent scientific literature and different legal acts to use this term rather intensively. The available regulatory definitions enable us:

first, to identify three key groups of agents of this system; and

second, to define the group-specific types of agents for each of the groups.

The first group includes professional education institutions that implement programs of different levels, such as primary, secondary and higher professional education, post-graduate professional education and additional adult education. According to the Law "On Education", this group also includes the research institutions that carry out educational activities, as well as the associations of legal entities, public and state-public associations that carry out activities in education. However, this list will be

incomplete if it only includes the above mentioned educational entities, which belong to professional education. It should be supplemented with the educational entities that provide so called "professional training". In other words, the same group should include the licensed educational divisions of organizations (first of all, educational centers of large companies), as well as specialists with relevant qualifications who provide training on an individual basis.

The second group of agents of the regional staffing system of the economy is comprised of the so called "institutions subordinated to the regional education management authorities". These are educational centers, skills improvement institutes and other entities included in the staff training system. In the majority of cases, these institutions represent the professional education system only. In certain cases, they go beyond the scope of the professional education system due to their dual subordination (for instance, subordination to an education management authority and an employment service).

The third group of agents of the staffing system of the regional economy includes management bodies. They are represented by divisions of the state or municipal governmental authorities, the so called "state-public governance" authorities (administrative, consultative, guardianship and other boards), as well as HR and personnel management services, which manage educational divisions in large corporations.

The most general definition of the restructuring of the staffing system of the regional economy would read as follows: a process of modification and transformation of the structure and functions of the agents of this system, as well as their place and role in the system of relationships with each other and with the external environment. The external environment is primarily understood here as the labor market, that is, the employers who act both as customers and consumers of the core "product" of the staff training system – skilled workforce and specialists.

What are the targets of the structural reorganization of the staffing system of the regional economy and what problems is it capable of solving? The restructuring of the network of education institutions, territorial relocations by means of mergers and associations between them and establishment of the multilevel facilities (particularly, universities) promote the concentration of resources for the staff training system. The restructuring of the education institutions involving the transformation from one type or form into another (the establishment of multilevel educational centers, technology parks, resource centers, etc.) helps to optimize the

profiles and scope of training and integrate educational programs, which ultimately contributes to the improvement of the quality of training. The restructuring of the supportive institutions in the staff training system (skills improvement institutes, tutorial services, labor market research centers, graduate certification centers, etc.) aims to create conditions for the improvement of the quality of education and bring it in line with the employers' demands. An important area of restructuring is to reorganize the staff training management system. It involves structural and functional changes in the regional authorities for professional education and staff training management; redistribution of powers between regional and municipal authorities; providing education institutions with more autonomy; and creation of the public management system with the participation of social partners.

Thus, we can identify three key areas of restructuring of the staffing system of the regional economy: (a) the restructuring of the institutions which train staff for the regional economy (including corporate staff training centers) and the network of such institutions; (b) the restructuring of the infrastructure of the staff training system; and (c) the restructuring of the staff training management system.

The strategic goals of the restructuring of the staff training institutions and their network include the following: (1) optimize the institutions network from the perspective of professional and qualification structure of staff training taking into account the needs of the regional and local labor markets; (2) optimize the institutions network to ensure efficient management of available resources (educational and material resources, staff capacities, financial resources, provision with tutorial materials and programs); (3) optimize the institutions network to provide potential educatees with wider access to these institutions, including territorial accessibility, availability of programs of different levels, affordability of education for different categories of young people (including socially weak groups).

An important area of the structural reorganization of the staffing system of the regional economy is the restructuring of the institutions that provide and support the educational process in training centers, education institutions, adult training and retraining centers, etc. This involves the establishment and development of quality centers, marketing services, labor market monitoring centers, educational centers, teachers' skills improvement institutes, graduates' skills certification centers, etc. The regions of the Russian Federation have already accumulated some

experience in reorganization of these infrastructural components of the staff training system (see Table below).

Table

Experience of the constituent entities of the Russian Federation in the development of the infrastructure facilities of the regional staff training system

Areas of development of the staff training system infrastructure	Constituent entity of the Russian Federation
Establishment of a center for labor market research and employers' needs forecasting	Novgorod Region, Kaliningrad Region, the Republic of Karelia, the Republic of Komi, Samara Region,
Establishment of a regional quality center for professional education and training	The Republic of Karelia, the Republic of Mariy El
Development and institutionalization of institutions within the system of occupational guidance for young people	The Republic of Komi, Pskov Region
Creation of mechanisms for independent certification of professional qualifications of graduates of the staff training system	Novgorod Region, Samara Region, the Chuvash Republic, the Republic of Mariy El
Creation of the marketing services and a service of employment promotion for graduates from professional education institutions	St. Petersburg, Novgorod Region
Integration of the professional education system and corporate staff training system	The Republic of Komi
Innovative reorganization of the regional institute of professional education development	The Republic of Karelia, Samara Region, Kemerovo Region

In conclusion, let us note that the restructuring of the regional staffing systems of the economy currently becomes one of the key strategic tasks both for the federal authorities and authorities of the constituent entities of the Russian Federation. The federal authorities develop new models of education institutions and make drafts of new professional and educational

standards, aiming to provide the economy, for the first time ever, with the leverages over the scope of training of both skilled workers and specialists of different levels. However, all the efforts of the regional authorities in solving staffing problems should be oriented towards the development and implementation of their own regional staffing policy.

MAIN PRINCIPLES OF FORMATION
AND MANAGEMENT OF THE REGIONAL SYSTEM
OF CONTINUOUS EDUCATION
N. A. Grishchenko

The regional system of education is designed to train specialists who are primarily required in the specific region, satisfying the needs of the local labor market. At present, profound contradictions continue to exist between the constitutional guarantees of a person to receive a profession, and the real state provision of this guarantee. It must be admitted that so far, professional education is not of an open and general social nature. The budgeting of the education sphere is extremely low and still not supported by an institution of social partnership and trusteeship.

In our opinion, a way out of this situation lies in creating an open education space which would organically combine both formal professional education (educational institutions conducting trading under licensed programs) and informal education (institutes of further training, departments of corporate and internal firm training). Creating this education space corresponds to the system of continuous education, and primarily requires observing several principles. A team of authors (under the leadership of V.A. Yermolenko) carried out a large-scale study on the problem "Continuous education in individual regions". The study allowed the following principles to be singled out: continuity; predictability; flexibility and dynamism; cooperation; different abilities; standardization of education; coordination and self-regulation; unity and mutual links of general, polytechnic and professional education; many levels; diversification; integration; fundamentalisation; active direction; humanization; openness and accessibility; professional orientation; diagnostic nature; developing instruction and multi-channel financing [1]. As the main principles for building an educational space of the Donbass region, we examine the following principles: continuity, diatropic nature, coordination and integration.

The requirements of the Bologna agreement that have been accepted by many universities in the Donbass area predetermine the development of continuous education in the region according to the principle of continuity of all education levels, from general education schools to institutes of post-graduate education. Thanks to the principle of continuity, the forms and methods of study are enriched, and positive results are accumulated at all levels of managing continuous education. In examining the importance of

the continuity of levels of education for subjects of continuous education, the attraction of studying in primary and secondary institutes of study becomes obvious, as along with gaining a certain profession, it is possible to continue study at the institute of higher education in the chosen field under privileged conditions (reduced period of study, budget form of study for A grade students), which is important in the present conditions.

The diatropic nature of the system of continuous education lies in the fact that it is seen as a large multitude with a core and which nourishes its elements. Undoubtedly, the core of the system is the higher professional school, which has much greater potential for the integration of science and education. The state of connection within the elements and between them in the system of continuous education is ensured by the principle of integration. Thanks to integration, the universality of elements of the system of continuous education is strengthened, the ties between them are harmonized, and their unification is assisted.

The system of continuous education, like any social system, is impossible without management, which must be of a non-linear and at the same time effective nature. In our opinion, developing management mechanisms should be carried out taking into account such principles as: the principle of feedback, the principle of dual control of education quality and the principle of innovative development. Increasing access of information about the activity of a study institute and receiving feedback from the consumer of education services guarantee greater social openness of education, which will become the basis for forming a system of encouragement and punishment, regulating the activity of each link of continuous education. Dual control of quality of education lies in the fact that mutual connection and transparency of actions should not only be contained in the system "educational establishment – state bodies" but also in the system "educational establishment – consumer".

Based on the key idea of continuous education – facilitation of all subjects of the educational process and their transformation throughout the course of life – we should use the experience of national and foreign institutes of study which apply new models of management. This technique, which is called benchmarking, has been worked out in detail and is used abroad successfully [2].

Taking into account modern social requirements, and also the internal tendencies of development in the education sphere, in our opinion, it is institutes of higher education that should take independent steps towards forming an open education space of the region, which has the goal of

creating a system of continuous education, including study institutes of all levels of state accreditation based on principles of continuity, diatropic nature, coordination and integration, and also institutes of informal education. Managing the system of continuous education in the region should be built on principles of feedback, dual control of education quality, and also innovative development.

An examination of the main principles of formation and management of the regional system of continuous education does not exhaust the entire spectrum of ties between links of this system in the open education space. Separate attention is required for the issue of mechanisms of interaction of formal and informal professional education, as employees in the present conditions are still not sufficiently prepared to invest funds in the personal and professional development of their employees.

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THE INFLUENCE OF DIFFERENT ASPECTS OF THE HIGHER EDUCATION SYSTEM DEVELOPMENT ON THE POSSIBILITIES FOR THE INVOLVEMENT OF THE NATIONAL POPULATION IN THE EDUCATIONAL PROCESS

L. D. Tyulicheva

Higher education is currently going through the process of reconsideration of many of its paradigms and transformation of the traditional techniques of teaching and upbringing. We can also observe significant changes in the techniques of management of education institutions. This theoretical and methodological work not only contributes to the renewal of education, but also represents a factor of changes in other social subsystems. Higher education is currently the most developed and viable subsystem of professional education. Correspondingly, innovations in higher education institutions evoke response in other spheres of social life. Let us consider the influence of innovations in higher education on the possibility for young people to gain professional education (see Table 1) and on the possibility for adults to be involved in the system of continuing professional education (see Table 2).

The offerings of higher education institutions on the market of educational services are rather diverse in terms of their quality (range of occupations) and quantity of student spaces. To a great extent, this is due to the fact that higher education institutions have quickly mastered a basic package of marketing technologies. In the conditions of a dramatic drop in the amount of governmental orders, higher education institutions have relatively quickly established direct contacts with the individuals who can afford to pay for educational services. It should be recognized that higher education institutions were equally responsive both to the true needs and false needs (associated with misunderstanding of the demands of the labor market).

This way or another, the marketing practices have added flexibility to the responsiveness to the demands of the consumers of educational services. Therefore, in the modern conditions, higher education institutions demonstrate the greatest capability for individualization of training, that is, they are most willing to ensure that the educational process takes into account the diversity of the students' needs in terms of content, duration, mode, place and forms of training. In practice, this manifests itself in the form of diversification of the educational process and extension of the

range of educational services. The most outstanding institutions in this respect are universities which position themselves as education institutions focused on personality development. The universities make most efforts to build the training system in such a way, so that it is capable of satisfying an individual need for education of a specific person to the greatest extent possible, while adhering to the educational standards. The greater the extent to which the students are provided with an opportunity to select optional courses and define their training pattern by themselves, the students' self-guided work is extended, the rating systems are used in the training process and the cycle-based methods of specialist training are applied at different departments, the more the implementation of the right to education corresponds to the fulfilment of the need for development (see Table 1). However, an opportunity to spend as much time for education as the circumstances allow and still gain a clearly defined set of competencies is more important for adults, who generally have to combine training with a great number of other duties. Correspondingly, the innovations of higher education institutions associated with the introduction of different forms of training (training at the expense of the students or different forms of training and retraining of specialists by direct orders from organizations) contribute to the improvement of the continuing education system in the regions.

It is known that universities are vested with the duty of supporting the modernization of the higher professional education system. However, due to the complexity of tasks associated with the improvement of education, the majority of universities feel the responsibility to lead the modernization of Russian education system as a whole, which is a necessary condition for high quality higher education and, hence, training of competitive specialists. This tendency is confirmed by the establishment of university districts, which work to create unified methodological tools, thereby improving the possibility for individuals to gain high quality education, regardless of the educational attainment (see Table 1). At the same time, the creation of interrelated program packages extend the opportunities for building long-term education patterns subject to the principle of succession, which simplifies the involvement of people in the process of continuing education. What is also expected of the universities is that they will coordinate the interactions with all the entities involved in the system of continuing education (see Table 2).

Influence of different aspects of the higher education system development
on the possibilities for young people to get professional education

Aspects of the higher education system development	Influence on the possibilities for young people to get professional education
Enhancement of the territorial aspect of the higher education system development	Improved possibilities for getting higher education in one's home region
Diversification of the educational process; extension of the range of educational services	Improved possibilities for getting higher education in accordance with one's interests
Establishment of university districts and other institutions aiming to improve the quality of the educational environment in the regions	Improved possibilities for individuals to get high-quality education in the regions in accordance with the state educational standards, regardless of the level of educational attainment
Creation of the external systems of distance education by higher education institutions	Improved possibilities for getting higher education in the regions, which do not have higher education institutions
Creation of the rehabilitation and educational environment in higher education institutions	Improved possibilities for getting higher education, regardless of one's health status

One of the key innovative methods is the use of local and global computer networks and application of new information-based techniques (multimedia, graphics, Web design, business games, etc.) in the pedagogical process. Higher education institutions have an opportunity to create external systems of distance education, which enable them to expand the geographical market of educational services and involve the population of remote districts in the regional education system (see Tables 1 and 2).

Table 2

Influence of different aspects of the higher education system development
on the possibilities for the adult population to be involved
in the continuing education process

Aspects of the higher education system development	Influence on the possibilities for the adult population to be involved in the continuing education process
Enhancement of the territorial aspect of the higher education system development	Improved possibilities for being involved in the continuing education process in one's home region
Diversification of the educational process; extension of the range of educational services	Improved possibilities for people of any age to satisfy needs for self-development in accordance with the dynamics of interests throughout human life
Creation of the external systems of distance education by higher education institutions	Improved possibilities for satisfying needs for self-development, regardless of the place of residence
Establishment of university districts and other institutions aiming to improve the quality of the educational environment in the regions	Improved possibilities for building long-term education patterns subject to the principle of succession
Participation of higher education institutions in the regional and interregional network entities that ensure continuity of education	Efficient territorial division of labor within the framework of the network entities that support the processes of continuing education
Creation of the rehabilitation and educational environment in higher education institutions	Reduced influence of health status as a constraint for involving people in the continuing education process

Many higher education institutions are currently active in building the infrastructure and technology for training people with hearing, vision and locomotor system disorders. This process not only represents a

humanitarian movement for the creation of a rehabilitation and education environment in higher education institutions, but also extends the opportunities for disabled persons to exercise their right to education (see Table 1). Such an environment includes a package of specialized technologies and tools for the transfer and testing of knowledge and personal development of the students taking into account particular limitations conditioned by the specifics of their health condition. As soon as these tools are created, they will undoubtedly be demanded by the continuing education system for training people with both congenital and acquired disabilities who are eager to continue education regardless of their health status (see Table 2).

THE DEVELOPMENT OF SYSTEM MANAGEMENT
OF PEDAGOGICAL EDUCATION
IN THE CONTEXT OF ITS MODERNIZATION
A. I. Zhilina

As a science, management has its subject matters, specific problems and approaches to solving them. It is based on the concepts, theories, principles, methods and forms of management. Management science has developed as a theory over more than a century. Its content includes laws, regularities, principles, functions, forms and methods of a task-oriented activity of people aimed to create conditions for the development of an object of management and achievement of the planned performance. In our case, an object of management is the system of pedagogical education, which represents a sophisticated and specifically arranged socio-educational professional system. It is a complex integral system which includes specialized training (pedagogical classes in school), secondary, higher and postgraduate pedagogical education and the system of professional activities of teachers.

An objective of pedagogical education is to train teachers in line with the modern requirements of social development in terms of teachers' qualities, abilities, opportunities and preparedness for professional activity. Analysis shows that the current system of pedagogical education fails to reach the goal set before it. The system of pedagogical education has profound controversies. These are, in particular, as follows: (a) society needs a new teacher with higher creative capabilities, while an innovative environment for training such a teacher is either insufficiently developed or totally lacking in the pedagogical education institutions; (b) it is increasingly necessary to solve managerial tasks associated with the development of the innovative environment in a systemic way, but the existing administrators and teachers are not professionally prepared for the development of systemic management processes in the new conditions; (c) there is a real need for the improvement of the organizational and economic mechanism of management, so that it meets the needs of the pedagogical education system, but the existing governmental administrative machinery still looks to improve only individual components of the pedagogical education system. The management system makes attempts to make qualitative changes in teachers' training by introducing two-cycle education under the Bologna Process.

However, the results of teachers' training are so unsatisfactory for society that the President of the Russian Federation D.A. Medvedev had to interfere with solving the problem. At the meeting of the Presidential Council of the Russian Federation for Science, Technology and Education (on October 15, 2008), the President of the Russian Federation ordered to prepare proposals on modernization of professional training of teachers. The Council noted that it was necessary to develop the system of retaining the best teachers and attract teachers of a new generation in schools. In order to reach the global goals of the state, it is necessary that a strategy for the development of Russian education emphasizes the key system-forming factor, that is, the teachers and administrators of schools whose qualification and mentality are in line with the challenges of the 21st century.

In our opinion, this objective can be achieved after a fundamental modernization of traditional management of teachers' training. There is, in fact, no system for continuing teachers' training or skills improvement that would encompass all the training stages (preprofessional, basic professional and postprofessional). What is lacking is not only the system of continuous pedagogical education itself, but also a system for its management, that is, the system that would create appropriate conditions for its efficient operation. This is confirmed by the disappointing statistical data.

There are presently 58 thousand secondary day schools in Russia, of which 38 thousand are rural schools. The number of teachers employed by these schools is 800 thousand, of which 7% of urban teachers and 12% of rural teachers have no pedagogical education. The percentage of the urban and rural teachers with higher pedagogical education is 87% and 73%, respectively. Average age of the teachers exceeds 40 years old. About 30% of the employed teachers are pensioners. The percentage of the rural teachers younger than 35 years old is 7%. The percentage of the teachers who take the skills improvement courses on an annual basis is just 10% (Uchitelskaya Gazeta newspaper, No. 25, 17.06.2008). According to some authors (A.S. Kovaleva, A.G. Kasprzhak), about 47% of the teachers in the regions where experimental projects for modernization of general education are carried out understand what the school reform is about and what it aims at. According to a survey carried out by psychologists (2001), about 35% of the teachers currently employed in schools are not professionally qualified due to their psychophysiological and personal qualities. The percentage of the graduates from higher education institutions who get employed by schools is 10 to 15%. The others get jobs in other fields.

The data above enable us to make the only conclusion: the system of management of pedagogical education is, in fact, unmanageable. It does not provide the stages of professional training that are really necessary. A market mechanism for management of professional teachers' training is lacking (the "customer – contractor – consumer" system is not in place). The trained teachers do not work in their profession, while those employed by schools have poor practical experience and cannot ensure proper teaching and upbringing. As a result, the quality of teaching and upbringing drops. Being afraid of this situation, some officials in education suggest that in order to improve the situation specialists other than teachers should be engaged. In our opinion, this will lead to complete disintegration of the education system.

Teacher is a difficult and complicated profession. A person should be prepared for it. In our opinion, there is an urgent need for creating conditions for the development of pedagogical education that would meet the modern requirements. First of all, a unified system of pedagogical education should be created to include: (a) teachers' training classes (for groups or individuals) specialized in pedagogy; (b) a professional selection of enrollees should be introduced (to determine the suitability of enrollees for work in a "man – man" system); and (c) a fundamental level of academic training of students in a higher education institution (about 50% of the training period) and practical work in school as a trainee teacher (about 4 to 5 months during the second, third and fourth year of study) and as a junior teacher throughout the fifth year of study (internship) should be provided.

A higher education institution should establish a service, which will support student's practical training from his enrolment through granting him a diploma upon graduation from internship. A modern mechanism for system management of professional teachers' training should be in place. In order to do so, it is necessary: (a) to develop and adopt a new law to define all the stages of pedagogical education; (b) to enter into a trilateral agreement (between a higher education institution, a student and a customer (a regional or municipal authority in education management)) with every student upon their professional selection, examinations and enrollment. A higher education institution will provide high quality educational services and support practical training and internship of the student. The regional authorities will pay for the students' education, his scholarship, accommodation, benefits and salary for the period of practical training, as well as his mentor's salary. The student will undertake to work

off the money spent on him over a certain period of time (3 to 5 years). Students who do not enter into such agreements will have to pay tuition fees and look for an internship host organization and employer by themselves.

In order to improve the professional level of the employed teachers, the teacher evaluation system should be modified. Today, the municipal and regional education management authorities carry out evaluation of teachers and administrators taking into account their personal qualities, level of competence and professional performance. The conclusions from these evaluations are insufficiently professional and objective, and the evaluation procedure is too cumbersome. Evaluation of each candidate teacher or administrator should be carried out by an independent authority for certification, licensing and professional activity at least once every three years. In fact, the evaluation service should be turned into a certification service, which will evaluate the level and quality of professional knowledge and skills of a candidate, as well as his biopsychophysical and personal suitability for work in a "man – man" system. The management bodies of a school and municipal entity should evaluate his performance and results achieved in training and upbringing of students. Based on a certificate of suitability and a good performance certificate a teacher will be allowed to work in school.

Each of the proposed elements of both the system of pedagogical education and system management of teachers' training should be described in detail and made part of a market mechanism of interaction between them. This will work to the benefit of a teacher and society, which will get a modern professional teacher, as well as the state, which will become able to develop the efficient national economy by engaging qualitatively trained school leavers and graduates from higher education institutions.

MODELING THE COMPETENCE OF THE HEAD
OF A PUBLIC AUTHORITY FOR EDUCATION MANAGEMENT

A. A. Pustoshkina

The mechanisms for the involvement of public organizations in the development and implementation of the educational policy are not sufficiently developed in the existing system of education management. Every active participant of the processes taking place in the open educational space has his own interpretation of the objectives and tasks of the involvement of the public in education management. Some of the functions of public governance, such as participation in the development of programs for the development of education institutions, handling public appeals, interactions with the public regarding promulgation of the transformations in the education system and protection of eduactees' rights, are poorly performed.

There are many unsolved problems and issues, which represent obstacles to the creation of new models of education management. Some of these problems include the following: (a) heads of education institutions are not prepared to implement the ideas of education democratization; (b) the population is not sufficiently active in education management. In this connection, there arises a question of training public managers, whose main task will be to create the internal mechanisms for management of the educational space for the employees who do not have necessary pedagogical knowledge and skills, nor were trained in pedagogy.

Training of a public manager should be based on a competent educational approach. In our opinion, this approach should ensure that the educatees master different skills that will enable them to act effectively in different situations in professional, personal and public life in the future. Special importance is attributed to the skills that help to act in new uncertain and challenging situations where it is impossible to develop response measures in advance. Such measures should be defined in the course of tackling such situations to achieve the desired results. The competencies are defined and selected by the key consumers of educational results on the basis of social surveys and pubic discussions and depend on the abilities and qualities of a person that are considered valuable for the time being in a given situation and social environment.

The Key Competencies 2000 program, which is developed jointly by Oxford and Cambridge Universities (Oxford Cambridge and RSA Examinations-OPC), provides a number of qualification characteristics (key

competencies) for schools, colleges, employers and educational centers. The proposed competencies include the following groups of skills: (a) communication, (b) operations with figures, (c) information technology; (d) working with people; (e) improvement of learning ability and performance; and (f) resolution of problems. All these are certainly necessary for a successful work of a public manager.

In our opinion, a public manager should additionally know the social technologies, such as: (a) establishment of an action group; (b) evaluation of needs of respondents using focus groups; (c) organization of questionnaire surveys; (d) holding a public meeting; (e) use of social indicators to asses the status of an examined facility; (f) marketing research, etc. A public manager should develop an ability to work with parents and students, as well as mass media as a tool for shaping public opinion. He should also be aware of the organizational, methodical and legal basics of work, objectives and tasks of management councils.

The set of requirements to a public manager shows that his activity should be based on a competency-based approach supplemented with a combination of knowledge and skills specific for this type of activity.

DEVELOPMENT OF THE REGIONAL SYSTEM OF ADDITIONAL PROFESSION EDUCATION ON THE BASIS OF COLLEGES OF THE CITY OF MOSCOW

E. A. Tsar'kova

The model of integration of continuous professional training and re-training of staff that was developed in accordance with the main areas of activity of the Scientific Research Institute for the Development of Professional Education at the Moscow Education Department (hereinafter SRIDPE) determines the mechanism for linking all levels of education on the basis of principles of modular construction of the contents of study. An analysis of the activity of city experimental platforms on the basis of colleges in Moscow shows the real possibility and effectiveness of proposed scientific concepts, based on the example of the integration of professional training with levels of elementary and secondary professional education. SRIDPE coordinates the activity of four scientific-methodological associations on areas of professional activity (construction, engineering, the service sphere and small business), and as part of this work innovative models of professional education programs of collages are examined. The activity of these associations is directed towards improving professional training and re-training of staff on the basis of colleges, and is an optimum tool for developing a general strategy of additional professional education. Today, professional training (re-training) of staff is carried out at 35 colleges in Moscow, in 14 different fields and 44 professions. There are 4,102 people undergoing professional training and re-training in 2008-2009. According to a questionnaire of 2007-2008, this number was 1,900. Thus, one can state that the number of pupils has approximately doubled.

A study held in 2008-2009 showed that professional training and re-training at Moscow colleges is carried out on professions relating to the following industries: construction, assembly and repair and construction work (24%); light industry (17%), metalworking (15%); catering, retail and production of food products (12%); agricultural (10%); manufacture of art and jewelry items (7%); wood-processing production (7%); clerks (4%); printing production (2%); the service sphere (1%); communications workers (1%); transport (1%); manufacture of radio devices and communication devices (1%); professions that are general for all branches of the economy (1%). At the same time, the main percentage of professional training and re-training is accounted for by the city construction industry. According to the Moscow Education Department, as of December 2008, training and

retraining of the adult population for the construction industry and housing and maintenance utilities was being carried out in 20 colleges and in 21 professions. The enrolment in professional training and re-training in 2008-2009 for these city industries came to 727 people. The total number of jobs at public facility enterprises comes to 2,161, and 2,645 for construction. According to data for 2008-2009, 78% of the individuals who undergo training find work in the acquired profession, as they are in demand on the labor market. At the same time, in the previous period of 2007-2008 up to 90% of people who received training under the short-term form of professional training found jobs. According to experts at the Moscow Department for labor and employment of the population, the drop in the percentage of graduates finding jobs is connected with the complex socio-economic situation in the country, and will probably continue until a period of economic stabilization begins.

One of the ways to attract an additional contingent of pupils to professional training (retraining) at Moscow colleges is to expand the range of professions under which according professional study is carried out. According to collage administrations, relevant professions for Moscow in the near future include automobile mechanic, accountant, barkeeper, maid, laboratory worker analyzing gases and dust, painter, hat designer, assembler of refrigerator equipment, assembly of electronic equipment and devices, tile-layer, computer operator, seller of food and non-food goods, head of children's circles (artistic work), automobile repair mechanic, machine assembly mechanic, and other work professions. To eliminate the imbalance between the requirement of employees for staff in branches of the economy in Moscow, and the opportunities of professional training and re-training on the basis of educational institutions of professional education, it is necessary to form a state order.

During the budget deficit, integrating the system of professional training (re-training) of staff into a common system of continuous professional education seems to be the optimum solution, as it facilitates maximum use of the resource of the existing educational environment.

The main areas of development of activity on improving the system of professional training (re-training) of staff were revealed during studies held in 2007-2009. It was determined that the greatest difficulties for organizing professional training (re-training) are caused by: the lack of a material base (29%), lack of scientific-methodological literature (27%), and shortage of teaching staff (19%).

In 2008-2009, the shortage of people wishing to undergo professional re-training was the main factor that held back the development of the short-term form of professional training and re-training. A serious obstacle for many is the size of the fee for a full course of study (from 2,000 to 30,000 rubles, depending on the special field and duration of training. The highest fee for study is for the profession of diamond grinder (30,000 rubles for three months).

The development of the regional system of additional professional education, directed towards supporting multi-level multi-discipline educational institutions of elementary and secondary education is possible by realizing a number of effective organizational events, among which we would note the creation of structural subdivision of additional professional education, which bring together the functions of study centers on the basis of Moscow colleges. However, a serious obstacle to the development of professional training and re-training of staff is still the weakness of the material base of educational institutions, and the shortage of people wishing to undergo according professional training and re-training, which is caused by serious economic miscalculations.

IMPROVING THE SYSTEM OF CONTINUOUS PROFESSIONAL EDUCATION IN KAZAKHSTAN

K. A. Duisenbaev,
S. Z. Kokapbaev

In order to improve the system of continuous professional education in Kazakhstan, it was decided, as an experiment, to transform the Almaty Humanitarian and Technical University (hereinafter AHTU), which has existed for around 10 years, into a scientific and technical complex, combining education, innovations, research and entrepreneurship. At the AHTU, accredited educational programs are developed and realized in practice, covering continuous primary, secondary, higher and post-graduate education which matches world standards, ensuring the generation and transfer of knowledge and technologies of leading education.

This task required the staff of the AHTU to generalize international experience and experimental work in integrating science and education with production, to study experience among the educational establishments of Kazakhstan, and bring the structure of the education system into compliance with legislative and normative documents.

To study international experience, employees of AHTU were sent to leading universities abroad, and we invited leading specialists and scholars here to read lectures, hold consultations and an analytical assessment of the pedagogical experiment. At the same time, the tasks determined and solved the following tasks: (a) developing a specialized program on organization of continuous professional and technical education, which is designed to speed up the replenishment of technical specialists which are in deficit in Kazakhstan; (b) providing informational and methodological materials for all participants of the pedagogical experiment and interested persons, conducting open study of the experience of integration of education and science with production; (c) creating a material and technical basis for development and release of electronic multimedia study materials, telecommunications means, for scientific and methodological provision of the study process and organization of advanced education in an interactive regime; (d) development of new forms of organization of the study process on the basis of promising organization methodological aids. At the same time, the theoretical and methodological basis for development bases for development an experimental program was the Address of the President "Kazakhstan 2030", "State program for development of education in the

Republic of Kazakhstan for 2005-2010", and a number of other programs of socio-economic development of the country.

Building a new Kazakhstan has posed a global goal to the education system: to carry out training in practice of competitive staff at the level of international standards. Directed to achieving this goal are the "State program of education development in the Republic of Kazakhstan for 2005-2010" and the new Law "On education". Therefore, it has become necessary to change the structure and contents of the Kazakhstan education system, focusing it on realizing solutions to these program and legislative documents. With the transfer to the 12-year study, the education system will have seven levels: pre-school education and study, primary education, main secondary education, secondary education, post-secondary education, higher education, post-graduate education. This structure stipulates the realization not only of education programs for the above-listed levels, but also special study programs for post-secondary education, study programs of education for adults, re-training and advanced training of specialists. At the same time, study programs of post-secondary education should be directed towards training junior specialists in technical fields, and also service and management fields on humanitarian specialties over the course of 1-2 years. If the study programs of the main secondary education, besides mastering the basic foundations of science, should be directed towards forming a high culture of communication among pupils, the study programs for the 11-12th classes are designed for full pre-profile training and profile study. In these conditions, the possibility will be created for pupils to choose individual forms of study.

To realize these provisions, it is necessary to change the existing structure and the contents of technical and professional education. Training

of adequate advanced development of the personality and training of qualified and competitive specialists. Therefore, advanced education should significantly transform the entire system of education, stipulating the development and introduction of innovative methods of technology, forms and means of effective and high-quality education.

To ensure that advanced training of specialists takes place, it is important to unite the efforts of scholars and practical workers of Kazakhstan both for creating the necessary methodological, theoretical, didactic, methodical, technological and other bases and means, and also the real embodiment of comprehensive scientific studies of advanced study and advanced education in general, and a development of an according concept. Therefore, the basis of development of modern education is advanced formation and development of the personality, which may be considered to be the main priority of the Government's policy in the sphere of education.

ON THE SPECIFICS OF TRAINING BACHELORS IN TECHNICAL HIGHER EDUCATION INSTITUTIONS IN THE REPUBLIC OF UZBEKISTAN
Sh. A. Shoobidov, B. Tulaev, Sh. M. Kamolkhodjaev

The technical higher education institutions in the Republic of Uzbekistan provide two-cycle training of specialists: under the Bachelor's and Master's programs.

The specifics of training Bachelors in the technical higher education institutions are as follows: (a) the curricula under the Bachelor's program consist of four sets of disciplines (humanities, social and economic disciplines; natural and mathematical disciplines; general professional disciplines; and specialized disciplines); (b) the optional disciplines form an additional set; (c) every higher education institution defines its own balance between the amount of training in natural, mathematical and general professional disciplines depending on the areas of Bachelors' training; (d) the set of general professional disciplines includes a new subject, "The Basics of CAD" (the program encompasses the issues of the material and software provision of CAD, geometrical and mathematical design); (e) the optional disciplines are determined by the requests of the labor market (the content of these disciplines is agreed upon with the customers (employers)); (f) special attention is paid to students' self-guided work (the amount of students' self-guided work accounts for at least 50% of the total amount of budgeted time; the duration of practical training is extended from 10 to 24 weeks).

The students are trained in accordance with the adjusted basic curriculum. The adjustments included the following: (a) the set of general professional disciplines was supplemented with an integrated course in professional pedagogy and didactics; and (b) the content of the set of specialized disciplines may be customized by request of the customers (vocational colleges).

**THE NATIONAL SYSTEM OF EDUCATION
AND THE EXPERIMENT TO INTRODUCE THE EUROPEAN
CREDIT TECHNOLOGY OF EDUCATION
S. Kh. Khabibov,
Kh. M. Madzhidov**

The national system of education in the Republic of Tajikistan since Tajikistan gained independent status has been going through a stage of fundamental transformations, modernization and gradual integration with the world education process. As part of the national strategy of development for the Republic of Tajikistan in the period until 2015, the education system has been declared to be a priority area of the national economy, and the task has been set of forming a multiple-link system of high-quality education, in order to integrate the system into the common system of world education, to create an effective mechanism for the functioning of continuous higher professional education, and ensure high-quality education that meets the requirements of national and international standards.

In order to solve the above tasks, all the necessary conditions and measures have been created at present, thanks to the well-directed policy of the Government and Education Ministry of the Republic of Tajikistan. In the interests of successful realization of state policy in the field of national education, and the reform of all its levels and subsystems, during the years of independence such founding documents have been passed as the RT Law "On education", the RT Law "On higher professional education and professional education after a higher educational institute" (approved by the RT President on 08.12.2003), the Concept of national education in the RT (approved by decision of the RT Government, 3 May 2002, № 200), the Concept of the development of professional education in the RT (approved by Government of the RT, 01.11.2006), the Regulations on educational institutions of higher professional education in the RT (approved by decision of the board of the RT Education Ministry, 01.08.2005) and other normative legal documents which together create a base for regulation of the activity of the education institute and its employees in the system of national education. Among these legislative documents, in our opinion, of principal importance are the Concept of national education in the RT and the Concept of development of professional education in the RT, which are important normative documents determining the main directions of state policy in the sphere of education over the long-term perspective. In

particular, the Concept of national education stipulates changes of quality and contents in the entire education system, and creates a solid legal base, as the improvement of existing laws and normative documents is carried out on its basis. Incidentally, Tajikistan, as a sovereign nation and an equal member of the international community, independently determines policy in the field of national education, including the sphere of higher professional education.

There are currently over 30 universities working in Tajikistan, which make a significant contribution to training professional staff for needs of the national and external labor market. Experiments are being carried out in the republic to introduce the European credit system of education on the basis of the ECTS.

The Tajikistan state university of commerce – a specialized higher educational establishment – is one of the six basic universities in the system of higher educational establishments in the republic. Around 10,000 students study there at internal and extra-mural courses. There is also an institute functioning in the city of Khudzhand that is part of the university. Specialists are trained in 12 fields of expertise and 5 internal specialist fields at four faculties. There is a post-graduate program, a board for defending dissertations, and a specialized economic high school.

In order to raise the quality of educating specialists significantly in different areas of professional training, it is necessary to continue reform to the system of higher professional education. Taking these demands into account, the President of the Republic of Tajikistan Emomali Rakhmonov in his meetings with representatives of the intelligentsia and university employees, paid special attention to the expedience and importance of carrying out fundamental reform to the education system, in order to increase the quality of specialist training, ensuring the integration of the republic into the world market of education services. In carrying out the president's decrees, the Education Ministry of the Republic of Tajikistan actively carries out measures directed towards the further reform of the system of higher professional and post-graduate education, in order to reach international standards of quality and international recognition of graduation documents from universities.

One of the main measures that ensures the attainment of a new level of quality of education and mobility of students on the basis of the principles of the Bologna process, in our opinion, is the expedited transfer of universities to the credit technology of education. Since the 2005-2006 academic year, several universities of the Republic of Tajikistan, on the

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basis of a decree by the RT Education Minster, began to introduce the credit system of education. The pilot universities selected in 2005 were the Tajik State University of Commerce (TSUC) and the Technological University of Tajikistan. This year at these universities, the baccalaureate's course on the basis of a credit system of units will be completed for the first time.

An analysis of information about the preliminary results of work of pilot universities showed the real advantage of the credit system of education compared with the traditional system. Taking into account the accumulated experience of pilot universities, in the 2006-2007 academic year, other universities of Tajikistan joined the experiment. According to government decree, by 2015 all universities of the republic should move to the credit system of education.

The distinguishing feature of the credit system of education is that it is directed towards the profound mastery of a complex of knowledge, and developing elements of creativity in students' activity. The credit system of education has given independence to universities, the professor and teacher staff and especially students: the approach to teaching study disciplines and the choice of elective courses has changed, along the mechanism of mastering theoretical and practical knowledge by increasing independent work. This has enabled students to find their own bearings in studying the most necessary and important disciplines from the viewpoint of their future field of specialization.

By reducing the number of auditorium lectures, there is a significant increase in the independent work of students in the credit system of education. The role of the teacher changes, as the tutor and organizer of independent work by students. The functions of the teacher increase in constant organization of lectures, consultations and study and methodological recommendations for high-quality fulfillment of individual work by student on each lesson. The four-year experiment to introduce a credit system of education at baccalaureate level with completed higher education at the TSUC has shown the expedience and clear advantages of this system of education compared with the traditional system (these theses will be developed in the paper).

Using the credit system of education, the authors believe, will make it possible to carry out the policy of reforming and modernizing the system of national education, and increase the quality of staff training, working in accordance with the requirements of the Bologna process and international standards in the field of higher professional education.

**RESTRUCTURING OF THE MUNICIPAL SYSTEM
OF EDUCATION IN THE CONDITIONS OF UNIFICATION
OF EDUCATIONAL RESOURCES IN THE RURAL ENVIRONMENT
N. E. Skripova**

To achieve the quality of education of pupils living in rural areas, the restructuring of the municipal network of educational institutions has been planned. The restructuring of the network of schools is justified by the fact that to implement the right to education for rural schoolchildren in full measure, it is necessary that rural ungraded schools, including schools of general education, have access to methodical, material and staff resources of large and developed educational institutions. Restructuring allows rural schoolchildren to study at educational institutions located in nearby areas by their own choice, and without harming the way of life of their families.

First of all, it is necessary to answer the question: "What measures should be taken to ensure the rights of children living in rural settlements to receive high-quality general education by means of components of the municipal system of education?" It must be noted that the prerogative of the municipal system is the formation of a network of educational establishments. It is competent planning that affects how fully the requirements of the personality and family will be satisfied in receiving a certain educational service of a certain quality. The problem of developing the structure of the network of educational institutions continues to be relevant.

It is necessary to pay attention to the following: because of the complex social and demographic situation and migration of young people – the best-educated and socially promising section of the rural community – to the city, in many rural municipals formations of the Chelyabinsk Oblast, the small school remains the predominant type of rural school. The conditions of its work are specific are requires special approaches to realizing the rights of children to accessible and high-quality education. Solving the task of ensuring the rights of children living in rural settlements to receive high-quality education involves the following at municipal level: (a) cooperativization of resources of educational institutions by creating models of integrated educational institutions (pre-school educational institution in the home, kindergartens, village inter-school study and productive complex etc.); development of basic schools with a network of branches, information resource and socio-cultural centers to raise the quality of general and pre-school education of schoolchildren; (b)

organization of the activity of "Schools of public managers" according to the specific nature of public management of educational institutions located in small and difficult-to-access rural settlements; (c) organization of interaction of establishments of professional (primary, secondary, higher) education in ensuring professionally oriented work and specialized instruction of pupils; (d) development of educational institutions of long-distance education oriented towards work with children from remote settlements, and active use of the network type of education [2].

Models of "horizontal" and "vertical" integration may be included in the structure of municipal education systems. Models of "vertical" integration may include models of a basic (support) school with a network of branches, a resource center and specialized schools. Models of "horizontal" integration include the model of an association of educational institutions, a socio-cultural complex [1]. One must take into account the main characteristics of the models, and the features of their organization. In creating a model of a base (support) schools with a network of branches in the system of education of municipal level, an educational institution is revealed which possesses the most methodical, staff, management and material and technical resources; it should also have a system of transportation for pupils from nearby settlements.

Models of "horizontal integration" of educational institutions may include a model of an association of educational institutions. Unlike models of "vertical integration", the association is made of educational institutions on a mutually beneficial basis to solve common problems that affect the activity of each member of the association.

The socio-cultural complex institution, besides carrying out diverse educational activity, also performs a wide range of functions relating to culture, sport, health and rehabilitation, social aid, organization of the leisure and social life of schoolchildren and adults. This model contains the idea that the modern quality of education can be achieved in integration and cooperativization of resources of institutions of different departmental affiliation, and the educational process should come on to an "interdepartmental" level. For the social environment, one of the significant models can become a model of a specialized rural school, which provides the opportunity to organize specialized study. Introducing this model is determined to a certain degree by the capabilities of the school – the presence of a material and technical basis, according pedagogical staff, and study aids.

To manage the municipal system of education, the issue of forming an educational space when restructuring educational institutions located in rural areas becomes one of the most important issues, and includes the following work procedures: (a) preparing normative document regulating the activity of various variant models (regulatory documents of bodies of legislative and executive power of the municipal region, and of the education management body etc.); (b) preparing management documents for regulating the activity of variant models of educational institutions, including development of a program of restructuring municipal systems of educations (plans of events), which in our opinion should take into account changes in demographic tendencies and systems of resettlement in each inhabited settlement in the region, and also an assessment of the transport access in the municipal region, an analysis of resource provision and other necessary conditions [1]; (c) development of a strategy for managing this process [3].

Today we may name the main positive changes in the municipal education system of the Chesmensky region of the Chelyabinsk Oblast as a result of forming variant models of educational resources: (a) preserving the existing network of educational institutions; (b) raising the competitiveness of all municipal educational institutions; (c) ensuring availability of education; (d) increasing the choice of educational institutions for pupils and their parents; (d) a growth in the number of pupils encompassed by additional education; (e) an increase in the index of requirements met by educational institutions on material and technical, staff and information provision; (f) a positive change in the style of work of heads of municipal educational institutions.

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THE UNIVERSITY AS A TRAINING CENTER OF STAFF FOR THE REGION

V. E. Saktoev, P. K. Khardaev,
M. P. Kalashnikov, V. A. Tykheev

The fundamental concept that determines the quality of a specialist and the requirement of the system of professional education is knowledge. Without knowledge, there is no specialist.

In examining issues of the quality of training specialists, it is correct to pay attention to knowledge which has fundamental importance in professional education. However, there is not always an identical meaning contained in this concept. At the same time, the very phrase "fundamental knowledge" determines the essence of this concept. It means the knowledge on which, like on a foundation, all the knowledge on the given special field is built. But just as there cannot be a foundation that is suitable for any structure, so there cannot be general fundamental knowledge for different special fields. In each case, the construction of the foundation is determined by the features of the building that stands on it; in the same way, the contents of fundamental knowledge should be determined by the nature of phenomena and processes in the special field.

The study process is a process of understanding, and its construction should match the laws of understanding which exist objectively. As we know, a person successfully understands things that he needs, and the acquisition of knowledge about any complex system does not come immediately, and is distributed over time. Understanding a complex system goes from the whole to the parts, and not vice versa. And only in these conditions of understanding, that are natural for a person, can one count on the person's activity in the study process. Deviation from the natural laws of understanding always results in violence to the individual. Accordingly, the process of understanding any complex phenomenon should be carried out by a gradual transition: from the phenomenon to the essence of the first order, then to the essence of the next, higher order. In other words, the same complex phenomenon is initially studied on the level of the simplest model, during the creation of which many significant links are left out. Then there is a transition to a more complex model, where the links are represented more fully etc. All this confirms the need for a spiral construction of the study process, and for this all the information of basic disciplines should be coiled around the "core" of the special field. Study at a professional educational institution should begin (and also end) with

questions of the special field. Schematically, this looks as follows: initially the special field is studied on the level of a simplified model, described by a school mathematical tool, and this should be followed by building a model of this special field of the next degree of difficulty, which requires a more complex mathematical tool. Then the tool and the special field are studied at a higher level. Thus, it becomes clear that a different system for training specialists with a different structure of the curriculum is required, which is built on different principles.

The system of continuous professional education developed and realized since 1988 at educational establishments of the Republic of Buryatia consists of the integrated study complex "professional academy (hereinafter professional lyceum) – secondary specialized education establishment (hereinafter technical school, college) – university (hereinafter institute, university, academy). Study is carried out on the basis of a common open-ended curriculum drawn up in accordance with the State educational standards of primary, secondary and higher professional educations, realizing the principle of their continuity. Its distinguishing feature is that students gain professional knowledge and skills, starting from the first year, and move up the steps of education. Each step is a structural and logical link in the common educational, fundamental and specialized disciplines, and has a certain target function:

the first step (three years on the base of the 9th class of 1 year on the base of the 11th class) meets the requirements for the program of primary professional education and is the third part of the program of higher professional education;

the second step (first step + 2 years) meets the requirements for the program of secondary professional education and constitutes three fifths of the program of higher professional education;

the third step has two areas: the first (first and second step plus two years) meets the requirements of the program of higher professional education in training specialists with degrees; the second (the first and second step plus 1 year and the first and second step plus 3 years) meets requirements of the program of higher professional education in training baccalaureates and masters.

The state certification commission awards graduates of each step an according qualification, and transfers them to the next step.

The tiered system of continuous professional education makes it possible to form the contingent of the first step of the study complex of the topic of graduates of schools who have a high level of motivation of choice,

directivity and familiarity about the given special field. The number of pupils in the first step corresponds to the planned enrollment in the first course of the professional academy, specialized secondary education establishment and university, and also the additional enrolment on a paid basis. The structure of the regional study complex of continuous professional education can be created in full measure in any city on the basis of integrating the existing professional academy, specialized secondary education establishment and university, in inhabited settlements of the urban type (1st and 2nd step), and in rural areas (2nd type). The unity of the curriculum and programs, and their open-ended nature, makes it possible for graduates of the 1st and 2nd steps of rural and other educational structures to continue (if they have successful certification) study at the 2nd and 3rd steps of the urban complex.

The main advantages of this system are the following:

(a) the creation in the region of a common professional education space. Study complexes of continuous professional education make it possible to satisfy the demands of the region more fully in specialists in various fields and with different levels of education, to carry out targeted training of staff based on requests from enterprises and organizations, and involve potential employers in the study process more actively. The effectiveness increases of the activity of bodies of management of professional education in the region, and departmental barriers are removed between educational establishments of primary, secondary and higher professional education;

(b) the quality of training highly professional specialists increases. The organization of the study process by the method of developing education, which the system of continuous professional education is, makes it possible to reveal at each step gifted and talented students, and train the professional elite of the region.

(c) the practical realization of democratic and humanistic principles in the sphere of professional education. This system provides different start possibilities for receiving professional education, regardless of the social status of the family, to a wide group of young people, and creates in the study process for each pupil equal conditions for revealing and developing their abilities. Organization of branches of the city study complex on the periphery allows rural youth to study under the program of the first and second level in their place of residence;

(d) social protection of young pupils and young specialists. The specific profession (worker or technician) mastered in the first two steps

gives the pupil the possibility to take a break in studies, and work in their special field, and return to the study complex later. The universality of the knowledge and skills gained at the study complex (worker, technician, baccalaureate, engineer, master) allows young people to create their own small enterprises and manage them competently;

(e) economy. The integration of existing system of specialized education into a common study complex reduces expenses of the family of the pupil and expenses of the state on training specialists: by one year for technicians, and by three years for engineers. The creation of common multifunctional laboratories, workshops, and study rooms with modern equipment at each professional academy, secondary specialized educational institution and university makes it possible to reduce service personnel and communal expenses for maintaining them.

Thus, the creation of a system for training personnel of different levels at the university is realizes in practice the principle of diversification of education services, allowing each person to choose their own trajectory of professional development and growth.

**SOME QUESTIONS REGARDING THE DEVELOPMENT
OF CONTINUOUS EDUCATION IN GREAT BRITAIN
Y. V. Polyakova**

"It's never too soon or too late for learning", goes an English proverb which has become a foundation for the philosophy of continuous education in Great Britain. The main task of continuous education, according to the UK Department of Education and Science, is to provide citizens the opportunity to learn at any age and in any context; at home, at work, at leisure, and not just through formal channels such as the system of secondary and higher education.

The concept of continuous education first appeared in Great Britain in the first half of the 20th century. In 1919 R.D. Walter, Head of the Adult Education Committee of the British Ministry of Reconstruction underlined in a report that "adult education must not be regarded as a luxury for a few exceptional persons", but should become an inseparable part of the life of citizens, universal and ongoing. Among the Committee's members at that time were such outstanding British public figures as Alfred Mansfield, R.H. Tawney and Eduard Lindeman. The works of Basil Yeaxlee (*Lifelong Education*, 1929) and Eduard Lindeman (*The Meaning of Adult Education*, 1926) are considered to be amongst the first works of research in this field. It is these works that became the foundation for the modern understanding of education as an intrinsic part of everyday life. In his classic work of 1926 *The Meaning of Adult Education*, Eduard Lindeman, correlating with the work of his friend and colleague John Dewey, put forward the following arguments: a) education is life. It is not merely preparation for an unknown future. The whole of one's life is learning, therefore education can never stop; b) the education of adults should not be vocational. To be more accurate, the education of adults begins where vocational education finishes, and its purpose is to add some meaning to a person's life; c) it's starting point should be the situation, not subjects. In traditional education the student is supposed to adjust to an established curriculum, whereas in the education of adults the curriculum is constructed on the grounds of the student's interests and demands; d) it is first necessary to establish the student's life experience. The most valuable resource in the education of adults is their experience; the real education is in connecting words and deeds, theory and practice. Though these provisions could seem to us rather idealistic, we cannot but mention their close connection with modern tendencies in informal education – that education should not simply be

education simply redistribution or lengthening over a longer period, or is it preparation for learning? Until now a practical objection to lifelong education has existed. How could the priorities of school education, traditionally considered as 'preparation for life', be turned upside down? What are the financial implication and possibilities of lifelong education?

In the 1970s, lifelong education became one of the main focal points of UNESCO activities. Of the publications of that time, one of the most well-known is the work by Edgar Faure, *Learning to Be* (1972), which underlines two fundamental ideas: lifelong education and the learning society.

Education is no longer considered as the entirety of that which a student obtains before entering adult life, upon whatever intellectual basis and at whatever age he could do so. Modern British scientists (Ulrich Beck, Anthony Giddens, Field) believe that we can observe a certain shift in the attitude of common citizens towards continuous education. Economic, social and cultural changes have led to the formation of an "information society", with strong tendencies towards individualization and constant learning. As a result, in Field's opinion, the system of post-school education includes as many young people as it does adults, and is an important part of everyday life. Such activities as short-term courses, educational tours, sporting clubs and fitness centers, numerous guides and manuals for various self-taught activities, including electronic ones have become typical.

This new education of adults is becoming a part of a much broader process. Changes in the organization of production and management (so-called Post-Fordism), which include more flexible organization, multifunctional and adaptable labor forces and flexible production) focused on market and consumption, undoubtedly also draw attention to continuous education. Numerous governmental reports and researches (here we should mention the Report of the Department of Education and Employment *The Learning Age*, 1998) underline the progress in this direction. The effective implementation of an educational voucher scheme (the Individual Learning Account – ILA) increased interest in individualized learning. Initially the Government opens an account of £150 upon registration of an adult student paying £25. The account can be used to pay for any educational course.

Continuous education remains to this day the subject of numerous discussions in Great Britain. J. Field (2000) cites three reasons as to the urgency of the problem: the importance of maintaining the appeal of continuous education; the arrival of new approaches, concepts, and methods of putting continuous education into practice; and the fact that

lifelong education is becoming a mechanism of limitation and control. There appears to be a problem of access to knowledge, which is creating the foundations for inequality. In a knowledge-based economy, members of society with low qualifications and reduced prospects for the constant upgrading of knowledge have fewer chances to find a decent job. Individualization also means the weakening of social support mechanisms.

Thus, in this way the ideas put forward by British politicians and researchers in the first half of the 20th century have helped further develop and support both state and society. The debates surrounding these questions only confirm their importance.

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**THE FORMATION OF HIGHER PEDAGOGICAL EDUCATION
AS AN ELEMENT OF THE SYSTEM OF LIFELONG
PROFESSIONAL EDUCATION IN CHINA
(THE END OF 70-TH XX C. – THE BEGINNING OF XXI C.)
O. P. Shatskaya**

China belongs to one of the ancient civilization in the world. The first educational institutions of European type appeared only after the first 'opium war' (1839-1842) in China. The first university was opened in Beijing (Peking) in 1898. The period from 1956 to the end of 70-th XX c. was the 'close doors' time for China. Since 1978 'the building of Chinese socialism' began. Chinese teachers started to link the system of education with politics, pedagogy, and culture. The new government aspired to build the conditions for the preparation of world standards [1].

In the article 23 of the Constitution of the People's Republic of China (which was accepted in 1982) it is written that 'the government prepares different specialists who serve the socialism, broaden numbers of intelligentsia, and create the conditions for full display in affairs of socialistic modernization'. All citizens of the People's Republic of China have the rights for receiving education and are obliged to study (the article 46-th).

Today's course of China is the quality development of education at all levels; the creation of lifelong educational system is the pledge of success in solving any problem. Teacher training education is the part of socialistic educational system in China. Its aim is to prepare teachers, head masters, teachers of professional educational institutions. Technical professions remain the priority in the higher education structure; pedagogical professions take the second place. According to the normative document «About an enrolment of students in the universities» (1977), the entrants should be not more than 25 years old and to be unmarried, the presence of the certificate of the high school termination is also obligatory. There is the

There is a three-stage system of pedagogical education: the teachers of primary education are prepared at pedagogical schools; the teachers of incomplete schools – at pedagogical colleges; the teachers of complete schools – at pedagogical universities. It is so-called old system of a pedagogical education. The term of preparation of primary schools teachers was three years in pedagogical schools in 80-th of the last century. The training of pedagogical universities and institutes lasted for four years [8]. The new system does not include pedagogical schools. They were reorganized in high schools. For example, Zhanjiang Normal University in province Guangdong found the high school status in 1991. And it was founded in 1636 and was called as academy, then pedagogical school [10].

After 1990, China has passed from three-stage system of teacher's preparation (secondary pedagogical education, higher pedagogical education of a special course and a basic course) to two-level one – higher pedagogical education of a special course and of a basic course. The main goal of teacher's preparation was improvement of educational quality. The following scheme was put in its basis: preparation of new teachers who have not come to work yet; preparation of teachers on service; and further education. Thus the basis of realization of a principle of a lifelong pedagogical education was put [7]. Chinese students had a lot of obligatory subjects during twenty years since 70-th of XX century. Therefore system of credits began to apply to the Chinese higher school in 90-th of XX c., the students had the right to choose some subjects of their own accord [4]. Today teacher's preparation in the People's Republic of China is carried out through the higher pedagogical colleges, pedagogical institutes and universities, pedagogical institutes of foreign languages, sports teacher's universities, pedagogical courses, and faculties at some universities which are not pedagogical.

Teacher's preparation has the following basic subjects in Chinese pedagogical colleges: the Chinese language and literature, history, a foreign language (Russian, English, Japanese, or Korean), physics, chemistry, biology, geography, physical culture, the fine arts, ideologically-moral education, language and literature of national minorities. Those students, who have finished full high school and have successfully passed the National University Entrance Examination, go to study at pedagogical universities. The training term is four years in pedagogical universities. There are correspondence departments, evening universities, and preparatory courses. There are such specialties in teacher training

universities as pedagogy, elementary education, the vocational education, psychology, educational technologies, the Chinese language and literature, language and literature of national minorities, ideological and political education, history, English language, Russian language, mathematics and the applied mathematics, computer science, physics, biology, geography, physical culture, music, the fine arts, school and preschool education, education of children with deviations in development, management of formation. All students should have teaching practice at schools which belong to teacher training universities [5]. The basic levels of pedagogical education in universities are: a special course (3 years), a bachelor degree (4 years), postgraduate study (preparation of the master), and doctoral studies.

The modern system of a pedagogical education in China consists of pre-service and in-service education. Pre-service education is carried out by pedagogical colleges and universities. In-service education is organized by administrative educational bodies and realized in special educational institutions. The retraining of teachers passes in high schools of improvement of professional skill and perfection institutes. Teamwork of skilled teachers with young teachers (joint researches, the discussion of modern problems in pedagogy, lectures of skilled teachers), preparatory courses, radio- and television courses, self-education etc. also belong to in-service education [4; 6; 9; 10].

The interest to pedagogical education rose at the end of XX century: the system of pedagogical education for the purpose of the preparation of a considerable quantity of teachers for rural primary and high schools was reformed; the privileges were given to those who entered pedagogical universities.

Today the Government of the People's Republic of China tries to improve the higher pedagogical education qualitatively. The training techniques in pedagogical universities vary, the audiovisual means, new information technologies are more widely used. For last years the list of the basic specialties has been reconsidered, their quantity has decreased. Ideological and political educations of young people in the spirit of patriotism proceeds, the best traditions are used. The Communist Party and Communist Party committees of universities supervise the process of training and the maintenance of education. The receiving of education abroad is prestigious in the People's Republic of China. Many Chinese pedagogical universities had concluded the agreements of the international exchange of students, post-graduate students and teachers by the beginning of the XXI century. But scientific activity of teacher training

universities remains on a low level. Foreign teachers are invited to work in Chinese colleges. The modern Chinese government considers that one of the main problems is the rising of universities on world level (projects «211», «985»). In spite of positive results of reform, there are no enough teachers in countryside of China. It shows that the Chinese system of higher pedagogical education requires the further modernization.

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EDUCATION AS ONE OF THE KEY ASSETS
OF HUMAN CAPITAL
A. Yu. Lisovskaya

Human capital is defined as the totality of qualities[1] which determine productivity, and can be used as sources of income for an individual, a family and a society. Accordingly, the increase of income of an individual (and consequently of the country) in the future will depend on that person's acquisition of professional knowledge and skills, which means that education is a kind of asset that requires constant investments. However, what presents a problem is not so much the fact that professional knowledge gets out of date, and as a result decreases in value, but the difficulty in making decisions about the expediency and volume of investments into education. In modern literature, they call investments in human capital all types of investments in people that are expedient and conducive to the increase of their income in the future. Students can themselves be investors in this process (they pay for certain courses, additional higher education, buy literature and training programs, etc.). But other parties of economic relations, such as the family, employers or the state can also invest in education.

In modern Russia the main investor in professional education is family (especially in first higher education), sometimes the state (for example, state funded departments), and in the case of additional education (second higher education, post graduate studies), as a rule, it is the employees themselves or their employers. A certain paradox should be noted: although the number of people who want to receive higher education has been growing in Russia, at the same time according to sociological polls the number of skeptics has also been growing, who doubt that this sort of education is the key to success in the future (a certain level of income, status, stability). Thus, the results of the poll conducted by the All-Russia Center of Public Opinion Studies (ARCPOS) show that every second person surveyed believes that university graduates find jobs with great difficulty; a quarter of those surveyed (24%) believe that is practically impossible for a person who has just graduated to find a job; 12% think that it's possible to find a job if one puts a little bit of effort into it; and only 2% believe that it is easy for a university graduate to find a job (13% found

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[1] These qualities are considered to be health, natural abilities, education, professionalism and mobility.

difficulty in replying). Those who believe that it is virtually impossible to find a job after graduating from university are either people who are students themselves (25%), those who have university students in their families (24%), or those whose children and grandchildren are not planning to receive higher education (25%).

Despite this pessimistic public opinion, the number of people willing to receive additional education is growing. As for the "mood" of people who are receiving a second higher education, many of them are certain that additional education will help them increase their salary or will create conditions for their career growth. In a small anonymous survey conducted by the author of this report among students who are receiving second

(e) competition for entering the institution, (f) family traditions (for example, parents/relatives/friends graduated from that institution; professional dynasties), (g) abilities and desires of the university entrant. All things considered, one should always remember the words of the American economist A. Marshall, who said that expenses on education are the best investment for both family and for society.

STEPS OF CONTINUOUS FORMATION: QUESTIONS OF CONTINUITY OF EDUCATIONAL PROCESS

DEVELOPMENT OF CREATIVITY
TRHOUGHOUT A PERSON'S LIFE
M. I. Teneva

Creativity is a stable integral characteristic of a personality which manifests itself in the ability to think out of the box, generate ideas and non-conventional solutions. It is about easy and abundant associations, flexible and original thinking, an ability to generate ideas and non-conventional solutions. Creativity is associated with evoking conscious and unconscious mechanisms and specific cerebral activity.

Childhood is the most sensitive period from the viewpoint of creativity, because spontaneity, inquisitiveness and aspiration for playing and being creative are immanent in a person during this period of life. The family environment plays an exceptional role for manifestation and development of children's capabilities in this period. Family is the place where a child encounters and discovers adults, objects, toys, nature, the art and himself for the first time.

L.S. Vygodsky writes: "Thinking activity begins with a verbal and gestural dialogue between an infant and his parents. Independent thinking begins when a child is first able to 'swallow' his parents' talks and 'grind' them inside himself" (1, p. 13).

The researchers of children's creativity emphasize that in order to develop creativity, a child has to be provided with different drivers, such as contacts with objects, images, colors, forms, sounds, smells, taste and tactile sensations. The more drivers, the higher is probability that child's creativity will manifest itself. Some authors believe that even the most ordinary everyday objects (such as small boxes, stones, furniture, musical instruments and utensils) can evoke a child's imagination. Everyday routine actions also can evoke a child's imagination, if they are accompanied by interesting games or stories, in which objects change their form, size, color or application, begin to move or become "alive". Even the annoying duties can change their context for children when they are associated with an anticipation of something extraordinary (3), (4).

Children's creativity is evoked by fairytales, riddles and the art. Children should practice making up, telling and performing stories, drawing, singing and finding way out of the most incredible situations. The

effect of this activity can be enhanced by the involvement and active participation of adults.

Family plays a decisive role in evoking creativity at early stage. However, a decisive role for its development at later stages is played by education and self-education, which take place in a particular educational environment. In the broad sense of the term, the educational environment includes all stages (from preschool to adult education) and all types of formal, non-formal and informal education.

Some authors believe that until the age of six years old, a child has aptitudes for creativity, but traditional teaching hampers their development instead of promoting them (2). The reasons behind this are usually found in the classical model of teaching, which relies on imperative pedagogy aiming to develop a standard personality rather than a unique one.

In fact, the system of class lessons imposes several constraints, which demotivate the students and reduce the efficiency of their learning activity. In the majority of cases, learning is oriented towards reproduction rather than generation of information. It is rarely focused on developing inquisitiveness, independent thinking and abilities to transfer and test knowledge. Mastering the methods and techniques of mental work, to a certain extent, makes learning easier and enhances the students' motivation. But neither methods, nor techniques are as such capable of evoking creativity. The above said also concerns the use of heuristic methods and techniques: they increase the attractiveness of learning in class to a certain extent, but the application of these methods is not sufficiently effective, because they do not encompass the entire learning process.

Much has been said over recent decades about a paradigm shift and a necessity to focus education upon the needs, interests and specifics of student's personality. Humanism and constructivism form the philosophical and methodological basis for this orientation, as well as for designing and testing of multiple teaching and learning models, also known as interactive, project-based methods, techniques and models. They have already proven to be effective in higher education, but their practical implementation is slow, often spontaneous and mechanical, and is regarded as an end in itself. Not all of them are capable of implementing their mission of shifting a center of education from teacher to student. In practice, a paradigm shift in traditional education in many cases remains in the domain of desires. Extracurricular activities, unless they represent a simple projection of the classes, continue to be the only means for providing creative education.

The introduction of virtual technologies in education led to the emergence of a new, so-called virtual environment, which provides exceptional opportunities for the individualization of the educational process and development of students' creative thinking.

The virtual environment abounds perceptive drivers, provides an opportunity to overcome space and time limitations, offers interactive experiences, provides personal access to various easily processable and exchangeable information, shows the dynamics of processes and phenomena, enabling a person to interfere, manipulate, model, design, etc.

The modern models of virtual training range from an ordinary access to the Internet to a complete online formation. The advantages of this type of training for the development of creativity are, first of all, associated with the individualization of all training. What is emphasized here is a self-guided design and cognition. A student acts both as an author, participant and performer of this design. His activity is provided with the intellectual resources. He learns through action and acts through learning. The teacher's functions are to support and guide the student's activity. Teacher does not offer ready-to-use solutions, but instead provokes, helps and opens new perspectives. These conditions in many respects push the student to searching for conventional and non-conventional aids and solutions and achieving the goals which he set before himself and is responsible for.

Assimilation of social experience is associated with building some modes and stereotypes, which can either promote or hamper the development of creativity. Different components of the educational environment have a different effect (as a driver or constraint) on teenager's creativity. Therefore the goal-oriented development of creativity should begin as early as possible and continue throughout a person's life. One of the most important components of creative education should be the development in every personality a sense of his uniqueness, confidence in his capabilities and a need for self-improvement.

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PROBLEMS OF DEVELOPING
LEARNING MOTIVATION IN SCHOOLCHILDREN
F. I. Khaidarov

Psychology regards motivation as a complex multilevel regulator of human life activities: man's behavior and activity. Learning motivation is one of the forms of motivation.

The problem of learning motivation is one of the fundamental psychological problems. Its significance for the development of modern psychology is associated with the analysis of sources of human activity and the impelling forces for man's activity and behavior. The term "motivation" is used by modern psychology in the dual sense: on the one hand it denotes a system of factors that determine behavior (these, in particular, include needs, motives, goals, intentions and aspirations to name just a few), and on the other it describes a process, which promotes and maintains behavioral activity at a certain level.

The problem of learning motivation is complex and multi-faceted. This is associated with the multiple approaches to understanding its essence, nature and structure, as well as to the methods of its study. Different approaches explain motivation from different angles: as a system of human relations (V.N. Myasischev); as a correlation between sense and meaning (A.N. Leontiev); as integration of inducements and their sense context (S.L. Rubinshtein); as an orientation of a personality and dynamics of his behavior (L.I. Bozhovich, V.E. Chudnovsky); as a guide in activity (P.Y. Galperin), etc.

Learning motivation is integrated in learning activity and has a few specific features. It is connected with organization of the educational process, subjective characteristics of a learner, subjective features of a teacher and specific features of an academic subject. Learning motivation is characterized by orientation, stability and dynamics.

It is important to study learning motivation among the children of school age, because a transition from primary school age to secondary school age is accompanied by contradictions and a break of conventional ideas about life. Schoolchildren undergo various emotional and volitional conflicts, which have impact on the educational process as a whole. Therefore, learning motivation should be developed in such a way so that it ensures self-guided coping with difficulties and involves approval. The approval motivation helps to develop confidence, interest in other people and a subject studied, an aspiration for self-esteem and a fear to get a bad mark.

It should be noted that any learning motivation goes through different levels of development. Specialized literature refers to several levels of development of learning motivation. For example, A.K. Markova identifies the following levels of development of learning motivation among schoolchildren: (a) a negative attitude to teacher (schoolchildren explain their failures by external reasons, experience discontent with themselves and a teacher and lack self-confidence); (b) a neutral attitude to learning (schoolchildren display unstable interest in external outcomes of learning, experience boredom and lack confidence); (c) a situational attitude to learning (schoolchildren display interest in outcomes of learning and marks given to them by teachers; another characteristic worth noting here is instability of motives); (d) a positive attitude to learning (schoolchildren display cognitive motives and interest in ways of obtaining knowledge); (e) a creative attitude to learning (schoolchildren display interest in self-education and realize correlations between their motives and goals); (f) a personalized attitude to learning (represents the highest level of development of learning motivation where schoolchildren have motives for improving the methods of cooperation in the course of learning and cognitive activities).

Naturally, every schoolchild has a certain level of development of learning motivation. When organizing training activities, a teacher should be aware of the attitude typical of a particular schoolchild. In case of a schoolchild with the positive learning motivation, the teacher has to ensure its further development. For a schoolchild with the negative motivation, the task is to discover the reasons behind it and find proper corrective methods.

In this connection a question arises: What are the methodologies that help to diagnose the motivation levels among schoolchildren? A teacher determines the motivation levels by means of observation and discourse. Another method is to offer a choice situation. In this case a teacher may, for instance, suggest that a pupil should make a week timetable most suitable for him. An analysis of such timetables helps to determine the levels of learning motivation. It should be emphasized that it is important not only to determine the level of schoolchild's learning motivation, but also to discover the reasons behind it. Research shows that an inaptitude for learning is often a reason for low motivation. This, in its turn, leads to poor understanding of the training material, discontent with the learning results and, ultimately, low evaluation and self-evaluation.

Consequently, it is necessary to develop the specific methods of corrective work. The corrective work should aim to remove the reasons behind low learning motivation. It should begin with discovering and eliminating weak links. This will require a step-by-step improvement of the respective aspects. Training should be organized on an individual basis using the entertaining exercises and tasks which are to be completed with participation of the teacher. In the course of work, the teacher should record the pupil's progress and make him aware of his achievements. Another way of corrective work is to provide a learner with additional training aids, which will help him to understand the material better and complete the tasks successfully. This will lead to the pupil's satisfaction with his work and aspiration to experience success once again. There are also other methods of corrective work, which go beyond the scope of this study.

In conclusion, let us note that the development of any knowledge and learning achievements, first of all, depend on the schoolchildren's desire and aspiration to obtain this knowledge, which, in its turn, depends on the degree, to which the learning motives are developed. Solution to this problem in many respects depends on the level of the training activities that facilitate the fulfillment of inner motivational potential of a schoolchild's personality to the greatest extent possible.

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ON THE ISSUE OF THE DEVELOPMENT
OF HIGHER EDUCATION: PROBLEMS AND PROSPECTS
O. V. Plakhotnik

The educational system of any state must correspond to the socio-economic level and development goals of society. On the assumption of the fact that in the process of development of society its objectives and economic opportunities are changed, education must be altered, upgraded and reformed too. Most investigators reasonably believe that the radical reorganization of existing education is necessary. This type of education no longer corresponds with modern requirements and can not provide quality training for people for the future.

Crisis of education is discussed by scientists and governments of almost all countries of the world, including the most developed countries, as well as the experts of such influential international organizations as UNESCO, the International Monetary Fund, International Bank for Reconstruction and Development, the World Bank. Modern educational process is in conflict not only with present but also with future. The system of education values, goals and ideals is not adapted to future and does not give opportunity to overcome the global socionatural crisis. As is known, the crisis of education spread the whole world and most deeply and desperately damaged developing countries and former soviet republics. The educational crisis is considered by most analysts as a threat for national security and signal for immediate and decisive activities to overcome it. Our analysis gives opportunity to identify a number of prerequisites, factors which cause the necessity of education reforming. These factors can be divided into two groups: general – typical for the whole world and special – typical for one country or groups of countries.

At first, it should be noted that over the past 20-30 years new trends emerged in world economy. These trends will be of decisive importance for further progress in economic development of all countries in the XXI century. Globalization is one of these trends. This is a new and objective phenomenon at the present stage of human development. It involves huge capital accumulation of certain companies and countries, which is accompanied by a transformation of the capital in transnational and domination over the economies of many countries and their political capabilities. Globalization is characterized by intensification of processes of economic integration and deepening of differentiation of labor, rise of social

dynamic and mobility of labor power, growth of international competition in the market of work.

It should be noted that globalization is not merely an intensification of economic relations between countries, but brand new quality, and above all - strengthening of relationship between states included in the global economy. To wide extent globalization means more than the flow of money, technologies, goods and services; this is an increasing interdependence of population of Earth, a process which unites not only the economy but also culture, education, information sphere, technology and management. In this understanding, globalization leads to a new interesting phenomenon, which can be defined as a virtual narrowing of the world civilization.

Another trend of globalization process is integration and liberalization of international economy and markets of goods, services and work. There is an opening of national economies, which means gradual (although not always consistent and rectilinear) weakening or removal of obstacles on the way of movement of goods, services, intellectual property, capital, financial resources. Globalization and integration make new demands to higher education. There is a demand for graduates who correspond with international standards according to their level of training; international market of educational services is developed; there is the internationalization of universities' activities. The growth of economic role of educational services and their specific character encourage the development of special system of rules that should govern international relations in this area and accelerate their liberalization. For the modern world market of educational services such processes are typical: regionalization of educational markets, as well as intensification of competition at national, regional and world markets in whole.

Rise of competition of education systems of Europe and the USA is observed. This is evident, particularly, in the desire to create European educational space, the establishment of agencies to ensure the quality of education and coordination of their activities, and also in change of content of academic mobility. It means that besides mobility of teachers, scientists and students there must be mobility of educational establishments, curriculums and services.

Another feature of modern stage of development is acceleration of scientific and technological revolution. Science becomes a productive power of society, significant for formation of gross domestic product, and as a consequence – increasing of role of education in economic and social development of society.

The level of development of the national education system is not only essential condition for economic and political independence of countries, but also a necessary condition for effective integration into the world economic community and assistance for social progress. All societies – modern, postindustrial and developing – need access to quality higher education, diversification of types of curriculums of higher education, rising of fundamentalization of basic knowledge and specialists with international level of training. If the number of students in the world in 1980 was 51 million, then in 1995 – almost 82 million, i.e. the quantity increased by 61%. One can expect that in 2010 this figure will reach nearly 97 million people.

Higher education determines the social status and economic level of the individual, as a consequence it transformed from elite into mass education. The proportion of persons with higher education among the working population of some countries: USA – 25%, Israel – 20%, Germany – 13%, The Netherlands and Great Britain – 12%, France – 11%, Italy – 8%, Poland – 7%. In the USA citizens with higher education (period of training more than 14,5 years) make up 25% of working people, and they account for more than a half of gross domestic product. World Bank data on the relationship between level of education and economic development indicates that in countries with high level of development, about 50% of age group 18-23 years study in educational establishments of different types. In countries with middle level of incomes this index is 21%, and in countries with low level of incomes – 6%. In most countries of Central and Eastern Europe these indexes are below 30%.

Modern society is becoming more cognitive and thus it becomes more dependent on the quality of education and its international openness, which influences the development of society. The development of humanity is a process of expanding of possibilities of choice for the citizens of society. It is defined by three basic strategies which provide individual with opportunity: (a) to live a long life, having good health; (b) to get long life education; (c) to have access to funds which provide a decent standard of living.

In post-Soviet states, besides basic factors there are number of specific ones. First of all, there is a change of socioeconomic system, transition from rigid centrally planned economy to market economy, replacing of administrative command methods with modern methods of economic regulation. In new states production relations changed greatly. This led to emergence of work market with their specific requirements,

competition, etc. In these circumstances the training of specialist of particular speciality became unprofitable.

The transition to market economy is inevitably followed by democratization and liberalization of social and political system, increasing of the role and significance of personality in society. Therefore, personality, its interests should be the target vector of reforming of education system. Scientifically ungrounded transition to market economy in many post-Soviet states led to economic decline. Funding of education and science was significantly reduced. This situation led to moral and physical aging of material and technical basis of educational establishments, degradation of infrastructure.

According to the experience of developed countries it is necessary that share of GDP, which is spent on education must be at least 10%, and on scientific research – 3-5%. For example, the USA and France spend on education 16%, Germany – 12%, Finland – 7,2%. Ukraine, in recent years, has spent on education less than 6% of GDP (sometimes 2,6%!), though the Law on education requires 10% from GDP, or about 8%. Thus, the necessity to improve the system of higher education in post-Soviet countries, including Ukraine, is predetermined not only with common and universal causes, but also with specific ones, inherited from the former Soviet Union, as well as those which emerged in countries for the last two decades.

Analysis makes it possible to draw a conclusion about the necessity of deep, radical changes in educational system in order to ensure its correspondence with the conditions and needs of the XXI century. While reforming the system of higher education in Ukraine, as well in other countries, it is necessary to preserve and develop the best attainments of the old system, and to use achievements of the world experience, to intensify the search of the new. The main goal of reform is to ensure the quality of education which would meet the needs of post-industrial society.

CONTINUITY OF LIFELONG PEDAGOGICAL EDUCATION
IN THE REPUBLIC OF UZBEKISTAN
U. K. Tolipov

Education is an indissoluble part of any society, the index of its culture and an indicator of its essential progress, providing unity and continuity of social experience. At the current stage of world economic and social development continuous education is seen as an important global problem. It is undoubtedly necessary to solve the problem of continuity-functionality within the time and space of societal aims and the methods of their realization.

Professional education in the Republic of Uzbekistan is one of the country's priorities. The educational system on the whole, and the pedagogical system in particular, is adapting to actual and potential demands of the labor market and is focused on building up the ability of students to partake in productive labor. The law of the Republic of Uzbekistan "On education" and the National Program for the Training of Specialists provide the most common foundations, methods and mechanisms for realizing the National Model of Specialist Training. This national model as a system and as an independent social-economical category and its constituent components interact closely, providing for the development of the individual in practically all governmental structures and social institutions.

Governmental policy regarding higher education is based on the following principles: humanism; democracy in education and upbringing; perseverance; the continuity of secondary vocational, professional, higher and further education; the secular nature of the educational system; universal availability; both united and differentiated approaches to choosing educational programs; the nurturing of talent; and integration of higher education and science.

In relation to the concept of developing professional education, the basic principles for the realization of governmental educational standards are; the fundamentalization, humanitarization, and humanization of secondary vocational and higher education; continuity in professional education; the teaching of skills for self-education; the flexibility of educational programs.

At every stage of continuous/lifelong education adequate targets, curricula, and methods must be selected. A professional orientation of school children is considered to be the first stage of pedagogical education,

when produced within the limits of extracurricular work aimed at inculcating interest in professions amongst young people. The problem at this stage is the question of managing motives in the choice of profession; a question which can be solved positively if a scientifically founded vocational system is created, making use of psychological-pedagogical methods. Vocational education is currently carried out by means of cooperation towards stated aims between schools and pedagogical colleges and academic lyceums: the main focus here is not to impart simple information regarding particular careers; but to stimulate school leavers' thoughts on their future personal decisions, both professional and non-professional. Continuity must be achieved at all other stages as well: secondary vocational education, higher education (both bachelor and master), further education and in the retraining of and upgrading of qualifications of pedagogical specialists.

The decree of the Republic of Uzbekistan "On further improvement to the system of retraining and higher qualification of pedagogical specialists" was issued with an aim to further improving the quality and quantity of the training, retraining and further qualification of pedagogical specialists, to strengthening educational-methodical and informational support, and to supplying educational establishments with highly-qualified pedagogical specialists.   In this decree governmental requirements are approved regarding the improvement and retraining of pedagogic specialists; these requirements are the foundations for formulating educational plans and programs, as well as other documents, for regulating the educational process, and for maintaining control and value assessment with education.

Continuing to further qualification as a process of professional improvement and development ensures the continuity which makes up the connection and interdependence between all stages of education, curricula, educational technologies and so on. In the National Program for the Training of Pedagogical Specialists it is suggested that in order to organize and develop a system for retraining and further qualifying pedagogical specialists, it will be necessary to create and sustain both governmental and nongovernmental educational establishments, providing operative retraining and qualification in accordance with the demands of governmental and nongovernmental sectors of the economy and organizations and establishments of varying degrees of private ownership.

The standard scientific-methodical base for the educational stage of continuity must consist of the following: integrative governmental educational standards; educational plans and disciplinary programs providing inter-subject and inter-disciplinary communications;

psychological-pedagogical compatibility between the methodical foundations of the educational process in educational establishments of various levels.

In the 21st century our society is experiencing an epoch of radical qualified change, an adequate reflection of the scientific and technical progress affecting all areas of humanity, including the system of pedagogical education. Nowadays preference is given to systems such as long-distance education, the practice of which has been made possible due to achievements in the field of communication technology. The system is based on a combination of modern communicational tools for the long-distance transmission of information and more basic educational tools (textbooks, audio-visual records), allowing the transformation of the classroom into a virtual educational space. Textbooks and books as a means of education are undergoing serious qualified change within the system of long-distance education. The application of electronic communications will radically alter the educational system, allowing us to prepare young people for life and work according to the conditions of a global information society.

However, the most important criteria of productivity for the professionalization of the individual are the ability to find personal significance in professional labor, and the ability to make decisions regarding one's pedagogical activity. The main characteristics of an improvement in educational and professional self-determination are the formation of values and attitudes concerning the semantic meaning of one's own existence. One of the essential characteristic of continuous education, and as a result an indicator as to level of education, is the treatment of the past in the context of the present with a focus on the future.

The actual content of pedagogic specialists' retraining and further qualification is provided with a corresponding level of cognitive activity in accordance with the targets of the educational process within the system of further qualification. Moreover, this process of qualification is required to meet definite indicators within given time restraints. With a view to increasing the already high efficiency of the further qualification process, this process, and that of retraining, must be organized in such a way, that pedagogical specialists are able to draw on the full extensive range of technological advances.

A varied, complex approach is most expedient in developing curricula for the system of re-qualification, considering curricula formation in all vocational educational fields in unison.

In today's modern, dynamic conditions, the worldwide individualization of education is also important. The bases for this are self-education and an understanding of the demands and necessary skills of independent acquisition of knowledge. Nowadays self-education and self-training serve as the organizational and methodical foundations and aims of secondary vocational, higher and all further education (that is to say, education at any stage of one's life). Today's world requires specialists who can learn and re-learn, constantly better themselves and work creatively. In order to solve the problem of teaching self-educational skills, it is necessary to create flexible educational programs which consider a variety of disciplines and courses tailored to specialists' requirements. Students can choose independently from different options for the variable parts of programs. The curriculum for modern pedagogical education is being formulated with a view to orientating people towards continuous education, pedagogical and professional self-improvement and reformulation of personality amongst future teachers to be able better to solve problems arising as during pedagogical work.

Thus, it is now vital to achieve modernization in the educational process, the characteristic feature of which would be an increase in quality of teaching due to the fundamentalization of education, the integration of educational disciplines, the intensification of inter-disciplinary connections, computerization, the combination of theory with practice and the informatization and individualization of education, which can only be realized under highly professional and pedagogically competent teachers.

CONDITIONS AND FACTORS OF PROFESSIONAL AND PERSONAL DEVELOPMENT OF VOCATIONAL COLLEGE STUDENTS
M. Mamadjanova

At present, the education system is organized on the basis of the class lesson-based principle. A central idea shared by the founders and consistent advocates of this system is an idea about the development of a personality through the development of his erudition. Erudition is understood as the availability of well-developed diverse systemic capabilities and a high level of their productivity rather than as the availability of a large amount of knowledge and a set of professional skills. The fundamentally progressive conceptions of educational training are, nevertheless, developed in the framework of the same class lesson-based system, without changing the main principles of its structure. The authors of these conceptions aim to improve the training formats and methods and the scope of education in order to promote and develop mainly intellectual abilities of students.

Intensive deployment of different forms of activity-based training (internships, trainings, laboratory and practical classes, etc.) in the educational process is not very helpful in resolving the situation either. They are primarily aimed to develop operational and instrumental aspects of professional activity, but by no means to work through a personal meaning, which a person finds in his occupation. This creates a practical problem associated with the development of such conceptions and respective technological models that would aim to develop in students a position of an agent of professional activity.

The national program for personnel training states that our society needs to create maximum favorable conditions for revealing and developing creative abilities, industriousness and high moral principles in each citizen. The younger generation should be taught to treat the historical and cultural heritage with care. We have to bring up patriots who are capable of socializing in the environment of civil society and respect personal rights, freedoms, traditions and cultures of other peoples. Development of a person as a professional is inseparable from his development as a personality: a personality and a professional are dialogically interrelated, which is conditioned by the interconnection between a person and his activity.

A system of fixed attitudes or values of a person serves as a regulator or mechanism of conscious (motivated) behavior. It consists of the relevant attitudes that are fixed by repetition or due to their importance to a person. Thus, the system of values represents a stable system of fixed attitudes, which develop as a person objectifies the past social or personal experience. Spiritual values cannot be conveyed by means of explanation, memorizing, strict control or setting targets from outside. They are defined by a lifestyle, moral doings, active empathy and responsible attitude to one's mission.

Research shows that the level of professional and personal development is directly dependent on the availability of a pedagogical system that promotes it. Organizational management of professional and personal development influences this process to promote achievement of its goal. The key criteria of diagnosing and evaluating the process of professional and personal development include the following: (a) a need for professional self-development as a key life value; an integral perception of the concept of professional and personal development; an interest in and a need for creative transformation of one's professional experience; (b) an aspiration to learn the professional ideal, which provides a basis for the development of a capability for introspection and self-cognition; an aspiration for self-assertion in profession; (c) subjectness in setting goals for professional self-development in the course of professional activity; (d) integrality of the axiological and cognitive aspects of the personal development; an ability to use them as a basis for diagnosing and promoting one's own professional and personal self-improvement.

We can state that the problems relating to the improvement of professional training lie at the intersection of, at least, three areas of life activity of a person and society. First, it is professional training, which ensures professional and personal development of a student, predefining the area of his future activities, hence, his relations with society (from this perspective, the problem of professional training is social). Second, it is professional training organized in accordance with the state educational standard and, hence, the improvement of the efficiency of the education system (in this sense the problem is pedagogical). Third, professional training contributes to developing not only a specialist, but, no less importantly, a socially mature personality (this aspect makes the problem humanitarian). We can consider every aspect of the said problem independently from the other two with the use of the tools and methods of research that are conventional for the respective field. The research will

provide different "profiles" of the object, each of which will represent a certain picture of the whole. However, this causes difficulties, often insuperable, in the course of synthesizing conclusions obtained with the use of different methodologies. Experience shows that these difficulties can be overcome quite successfully, if we choose the methodology of systemic approach as a basis for the simulation of professional training.

SELF-EDUCATION OF TEACHERS
IN THE CONTEXT OF CONTINUING EDUCATION
G. V. Marchenko

The reform of the education system which is associated with signing of the Bologna Declaration by Ukraine resulted in a significant reduction in the number of classes and an increase in the amount of students' self-guided work. Due to the fact that general education school, unfortunately, works mainly at the reproductive level, the majority of students are poorly prepared for self-guided learning. Therefore, when organizing the educational process in higher pedagogical education we aim to develop in students the mechanisms of learning, communication, cognition and creativity. In order to solve this task, a teacher has to master these mechanisms himself. Hence, self-education of a teacher of a higher education institution becomes extremely important.

The means of teachers' proficiency improvement in Gorlovsky State Pedagogical Institute of Foreign Languages include the departmental and interdepartmental seminars, such as Pedagogical Education: the European Approaches; The Topical Problems of Pedagogy; The Innovative Educational Technologies; The European Standards of Linguistic Training; etc. The work of the methodology associations at the Pedagogy Department is focused on studying the methodological aspects, practical mastering of the innovative educational technologies and developing criteria for evaluation of students' learning activity in the context of transition to the credit-based modular system.

Participation in the research and practice conferences of different levels is an efficient form of self-education of the teachers at the Pedagogy Department. It opens wide opportunities for the teachers to learn about the experience of their peers both from other national higher education institutions and foreign universities, and broadens their general, pedagogical and scientific outlook through the interaction with the representatives of different cultures, which has a positive influence on the quality of teaching.

Teachers also self-educate themselves by participating in the work of the Department-based Laboratory of Comparative Pedagogy and the "Ecology of Soul" Laboratory of the Institute for Spiritual Development of Man at East Ukrainian National University named for Vladimir Dahl (Lugansk). Participation in the work on the multi-volume encyclopedia The History of Development of Pedagogical Education in Ukraine also

contributed to the improvement of professional competencies of the Department's staff. An important incentive for self-education of teachers is a rating score assigned to them by the administration of the Institute.

The forms of self-education of a teacher of a higher education institution represent an important condition for the improvement of the quality of their professional pedagogical training in the context of continuity of the educational process.

A SYSTEM OF INNOVATIVE METHODS
AS A CONDITION FOR DEVELOPING INTEREST
IN CONTINUING EDUCATION AMONG YOUNG PEOPLE
S. Y. Baev

The study of humanities, natural sciences, general engineering and specialized subjects in vocational lyceums and colleges helps young people not only to master theoretical and professional knowledge in the field of basic sciences and chosen occupation or culturologial knowledge and skills (culture of labor, culture of communication, professional competence, etc.), but also to develop a sustained interest in continuing education. The available methods and forms of classical vocational education, such as academic lectures, seminars and laboratory classes, which represent a traditional set of educational methods and aids, are not always helpful in fulfilling this task. At the same time, the new requirements to the training practice predetermine the necessity to optimize the methods and forms of knowledge absorption in order to develop young people's interest in continuing education. Our experiments show that in order to achieve this goal in vocational education of young people, it is necessary to develop a new system of teaching methods.

This system of teaching methods includes the following groups: general scientific methods of cognition (analysis and synthesis, induction and deduction, analogy and generalization, concretization and social construction, etc.); general teaching methods (general reproductive methods, general educational and creative methods, methods of technology and probabilistic stage-based teaching); illustrative and explanatory methods of setting a cognitive training task; methods of activity-based educational technology oriented towards the development of cognitive abilities and creative capacities of students (methods of reproductive cognitive-educational practice and creative-educational practice where the students use object-oriented, verbal and object-oriented logical aids and techniques); methods of testing knowledge, abilities and skills of students; methods of learning effectiveness control and self-control, etc. Depending on the level of cognitive abilities of the students, these methods may be reproductive or problematic in nature. These methods were organically supplemented with the techniques of invoking students' cognitive activity by the demonstrative presentation of problems, monological explanations and visual aids.

The developed system of innovative teaching methods has been successfully tested in the Agricultural Lyceum in Begunitsy village, Leningrad Region. It was applied to teaching a number of specialized subjects under the "Farm Proprietress" course (Agronomy, Farming, Basics of Agricultural Production Engineering, Vegetable and Fruit Cultivation, etc.). A specific feature of this system is the prevalence of the problem-based interactive dialogical methods at all stages of its application. What is important about these methods designed to orient the students towards continuing education is that they helped to ensure a relevant degree of learning and cognitive activity of the students at each stage of learning academic subjects. This became possible mainly because we applied a system of methods ranging from demonstrative to heuristic and, in some cases, to a research-based method. While at the initial stages we mainly achieved the reproductive and integrative level of cognitive activity among the students, at the final stages the young people displayed the interpretive and creative level of implementation of their professional interest through an increased degree of continuity of education. For clarification purposes, let us briefly discuss some of the productive methods.

A disputation lecture is one of the most effective methods for social sciences. The disputation lectures were held under the "Social Studies" course. First of all, it was important to discover the existing integrating and differentiating relations in the development of modern society. The said lectures were based on the didactic requirements, as well as the principles of the scientific nature of the content of the discipline as a whole and its individual problems in particular. They involved the planned and systemic presentation of the issues of social studies, assessment of the feedback and the quality of absorption of the lecture material.

A discussion seminar is one of the new formats of teaching. It is reasonable to apply it to the variable subjects under the "Fundamentals of Social Studies" course for conducting practical classes and seminars. The teacher leading the seminar should define a range of issues and provide basic literature sources in advance. It is possible to split larger problems into several smaller ones and ask the willing well-prepared students to make respective presentations. In general, a discussion seminar is held on the basis of a few didactic principles, such as the scientific, consistent and systemic approaches.

The strategic learning method is applied in the course of developing knowledge in social studies and economics. It promotes independence in

developing a single social picture of society and the place taken by the agricultural sector.

The heuristic method helps to develop a sustained interest of the students in continuity of their education. It involves different techniques for search, optimization and limitation of the choice of solutions to the problems of learning activity and creates conditions for the successful development of associative processes in the students' consciousness. Other methods are also applied.

The most important goal of applying the said groups of teaching methods is to develop in young people the modern worldview orientations that will help them to expand their consciousness and realize the social value of continuing education in the context of their future occupation. Teaching the disciplines that take into account the relations between different subjects makes it possible to develop in the students integral perception of the reality (through analysis of the actual social processes) and improve the effectiveness of learning and cognitive activity (through young people's interest in continuing education).

Summarizing the results of our study, it should be stated the outlined groups of teaching methods intended for training highly skilled specialists in industrial, agricultural and service sectors, should be regarded as an "integrative project" designed to solve a complex problem of developing positive value orientations and norms of behavior among future professionals. The data of our experiments show that the above described methods help to ensure high quality training of graduates in lyceums and colleges and improve the efficiency of innovations in the methodological systems for vocational training. This is confirmed by the following facts: the continuously increasing number of the winners of municipal contests of professional proficiency; the number of graduates with "cum laude" diplomas; the number of graduates selecting to continue education in their occupation in higher education institutions, etc. These indicators show that the teachers have managed to develop in the teenagers, who were part of the experimental groups, a sustained interest in continuing general and occupation-oriented education.

INNOVATION AS A COMPONENT OF CONTINUING IMPROVEMENT OF PROFESSIONAL COMPETENCY OF MODERN TEACHERS
S. V. Ivanova

The state supports the innovative development of the economy and education in every possible way [3]. At the same time, different publications note that unfavorable economic conditions exist in many regions of the country [6]. We have to admit that teachers did not always work in a favored environment. Nevertheless, the pedagogical community continues to search for the methods of improving the teaching process and has accumulated sufficient experience, which enables it to flexibly promote relevant competencies that are required by teacher in accordance with a social order. It is currently realized that the future development of pedagogical education and the education system as a whole depends on the degree of interest and involvement of each teacher in the development of innovations in education [1; 2]. However, education will not be innovative, unless the majority of its key actors – teachers – become innovators capable of not only recognizing novelties, but also applying them as a main mechanism of the learning process.

Analysis of the attitudes to innovations in the pedagogical environment enables us to identify the following groups of teachers involved in the innovative activities: 30% are active participants; 30% are "efficient conformists" who actively adapt innovations depending on the opinion of administration and other members of the teaching staff; the others (40%) are passive observers or dexterous advocates of the traditional methods who will always find a weighty argument for not dealing with innovations. Meanwhile, a fundamental task of modernization of education is to overcome its translational nature in terms of didactics which established through centuries – "pedagogy of transfer and absorption" (the term introduced by academician I.P. Ivanov).

Among all the components of professional competency of a teacher, an innovative component can be regarded as a culturological and professional category, because it is professionals – no matter in what sector they operate – who bring innovations into different spheres of social life, such as the spheres of labor, household, recreation, learning and communication. We have to agree that the initial basis for innovation culture of a teacher is comprised of general cultural (or socio-cultural) qualities of a personality, such as spirituality, civil consciousness and erudition, since all these qualities pervade the content of the educational

process, create its atmosphere and have to be gradually turned into learners' qualities [3; 4]. In our opinion, these very qualities help a teacher to realize that all changes in education primarily depend on him. In reality, teachers' attitudes to innovations are very diverse. In answer to the question "Would you like to be involved in the innovative processes?" 86% of the respondents among the students of the skills improvement courses representing all the regions of Russia answered in the affirmative. The data of the survey carried out among teachers in St. Petersburg and Leningrad Region show that about 27% of teachers regard education as an area of their influence and professional initiative. As can be seen, the attitudes to innovations in the pedagogical community are ambiguous and require further investigation. It is necessary that individual teachers should reconsider their attitude to innovation culture, while administrators and methodology research units should select a model of innovative learning for the teaching staff. An increasing number of the representatives of post-graduate education tend to integrate different forms of education, such as formal, non-formal and informal learning, into teachers' training [1].

In order for continuing education to be successful, the levels of innovative teaching should be selected by a member of the pedagogical community and taken into account by the methodology unit of an institution in the course of organizing creative teams. These levels may include the following: a project (a cooperative search for innovations within the creative teams); reproduction (application of the innovative technologies mastered in the course of a search at the skills improvement courses, etc.); adaptation (new technologies for new people in new conditions); integration (involvement of representatives of social partners, employers, students, parents and others in the innovative activities).

Management of innovative teaching involves identifying components of the innovative policy of an institution. These components, in particular, include the principles of freedom of choice of the level of innovative activity, variability of teachers' individual learning patterns, etc. The stages of the implementation of the innovative teachers' training model within the continuing education system include the following: (a) self-monitoring of consistency between the level of education and the nature of pedagogical activity; (b) gaining necessary formal education; (c) making an individual program for non-formal and informal education including the creation of a personal information space (an electronic library, methodological and information networks, professional communications, etc.); (d) participation in experimental and exploratory activities within the creative teams or

interest groups; (e) mastering the "guidance" and "organizational" learning techniques.

The implementation of the innovative model of continuing pedagogical education in a particular institution may involve the following: (a) innovative activity of a division of the institution that is responsible for management and development (it may be either a team comprised of employees of internal divisions of the institution or third party social partners specialized in management, or a mobile team of mixed members); (b) special-purpose formal or methodically optimal non-formal and informal education of the staff (led by the methodology research unit); (c) work of temporary creative teams aiming to solve the urgent problems of the institution's innovative educational policy; (d) organizing socio-cultural activities of the staff to promote personal development of all actors of education on the basis of traditional events of internal and external life of the institution, as well as individual psychological and pedagogical support of the graduate's professional and personal development.

A teacher's task in the implementation of educational and social projects is to help a developing personality to gain experience of innovative behavior, acting as an innovations generator and adaptor and an innovative process manager, as well as to learn about the risk factors related to the implementation of innovations and possible ways of mitigating them.

However, in the context of continuing pedagogical education, it is currently impossible to efficiently solve the methodological and theoretical problems associated with the synthesis of professiological, didactic and methodological conditions for management of continuing and post-graduate pedagogical education in the framework of a single institution, because any one institution does not possess the necessary capacities. Therefore, the creation of a network of diverse education institutions, which is capable of providing teachers with the conditions for integration of formal, non-formal and informal education, as well as an opportunity for adequate professional communication within the pedagogical community, is a question of management, methodology and practical innovations. In this case, a teacher will be able to create an opportunity for the most appropriate implementation of the projects aiming to flexibly improve the quality of education at the level of management and informal communications in the course of professional interactions. This will contribute to the improvement of the quality of the population, which, in its turn, will create a basis for enhancing stability of modern civil society.

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**A NETWORK MODEL OF EDUCATIONAL
PROCESS IN A VOCATIONAL COLLEGE**
A. V. Shin

A key concept in management science is the concept of "management". Depending on the research goal, it can be regarded in different capacities, for example, as a process, as a function, as a management structure or as a specialized activity. We consider management on the basis of the concept of "organization". In this case, management is a specialized activity of the actors of management in organizing joint activities aiming to achieve the goals of organization. In the course of the joint activities of the members of organization, they are involved in organizational relationships. A system of organizational relationships between the members of organization is built in the course of their joint activities on the basis of achieving common goals.

Let us extrapolate these ideas to a pedagogical system. By definition, learning is a joint activity of teacher and students aimed to ensure that the educational content is mastered. The structure of the educational process is defined by the organizational relationships between its actors. To manage the educational process means to influence the organizational relationships between the participants of the educational process. Let us note that this component of the management system is, in our opinion, poorly investigated. Let us try to justify a statement, according to which the structure of any pedagogical system is defined by socio-pedagogical relationships between the participants of the educational process, primarily, those between teachers and students.

We have developed the basic provisions of the conception for organizational management of the educational process as follows: (1) the organizational relationships define the structure of the processes, facilitate interactions between them and create organizational forms for the functioning and development of organization; (2) an elementary structural unit of organization is a process, which is also a structural unit of the core activity of organization; (3) organization is regarded as a dynamic system rather than a static, hierarchically organized entity; (4) the key characteristics of a process include the delegation of powers to the members of organization who thereby become process managers. This contributes to the creation of the horizontal organizational structure of management; (5) the objective of organizational management is to maintain

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the integrity of organization; (6) managing the structure of organization becomes an integral function of organizational management.

An idea of activity or, to be more precise, an actor introduced by Charles Savage can, in our opinion, form a theoretical basis for the creation of a network model of educational process. Although the author discusses organization in general, the provisions of his theory can also be applied to pedagogical activity. Only a teacher has a complete idea of the educational process organized by him. Through this process, the teacher fulfils his intention and applies his knowledge and experience. The outcomes of pedagogical activity are the changes in the components of the pedagogical system. First of all, it is the level of knowledge of a student. Building the network organizational structures, in fact, involves rejection of the line and staff organizational structure and creation of the functional and process-based structures instead, the transition to the horizontal structure of organization and, in large part, the replacement of administrative relations with contractual relations.

Now that we have specified the essential features of the network form of organization, we can consider to what extent the organizational structure of the actual educational process is in line with the network structure of organization.

First, the realities of pedagogical activity are such that a teacher himself defines the mode and conditions of work, workloads, workplace arrangement, technology and methods of pedagogical activity in managing the process of education and upbringing. In the majority of cases, teachers exhibit a high ability for self-organization to the extent that their autonomy and independence not only do not reduce the manageability of the educational process as a whole, but also contribute to reducing a need for linear management as the teachers' professionalism grows. What the coordination of pedagogical activity requires of a manager is not so much to immediately influence teachers to ensure high quality of their professional performance, as to create an environment, in which a teacher would be able to set new goals and find the ways of achieving them. All this clearly shows that managing pedagogical activity by applying traditional management principles only is next to impossible.

Second, pedagogical activity consists in teaching and learning, the effectiveness of which depends on the level of organizational relationships that develop in the course of the joint activity of teacher and students. The joint activity of teacher and students takes the form of a process known as a learning session. A direct interaction between the participants of the

educational process results in the creation and consumption of an educational service, which acts as an outcome of pedagogical activity.

Third, from the perspective of management, a teacher is in any case the only person responsible for implementation of the process. He is provided with the necessary resources, has the right to make decisions and is responsible for the result. The activity of each of the process participants should aim to satisfy, to the greatest extent possible, the demands of a student who acts as a consumer of the process results.

Fourth, the interaction between the participants of the educational process in the form of individual learning sessions, which are repeated on a regular basis over a certain period of time, requires an external managerial action (streamline, coordinate and distribute educational resources). This leads to the development of the horizontal organizational structure of management.

As stated above, the processes — learning sessions — are the elements of the pedagogical system model, while the educational process can be regarded as a flow of concurrent interrelated processes. The space limited by the combination of these processes may be regarded as an education institution and the outcomes of organizational relationships represent the final outcome of the activities of an education institution (see Fig.).
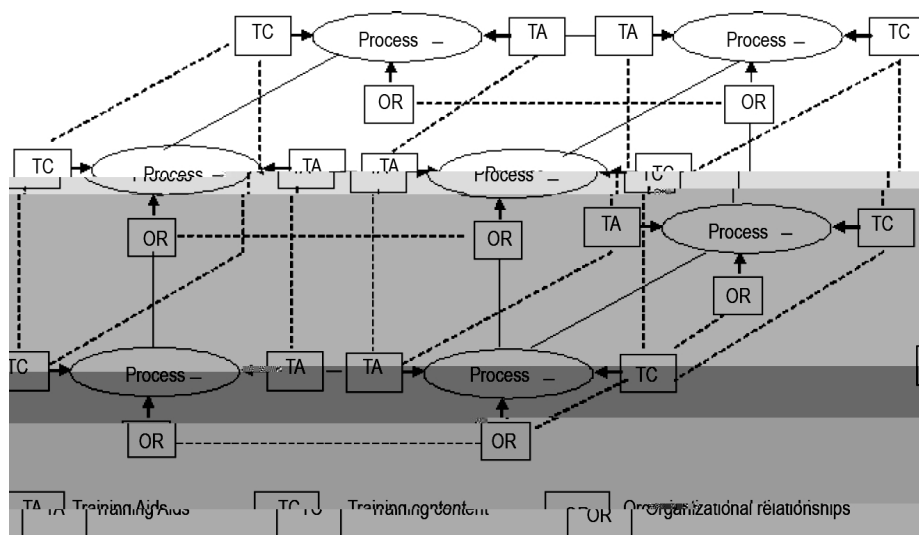
Figure. Structural Model of Educational Process

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The conceptual provisions of organizational management of the educational process enable us to state that the network model of educational process looks as follows: (a) there is a flow of the concurrent processes — learning sessions; (b) the process flow is supported by the combination of all material, social and information resources; (c) individual processes interact with each other within a network structure based on the use of common resources; and (d) the process flow forms a space, which can be regarded as an education institution.

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MASTER'S PROGRAM: EXPECTATION AND REALITY
A. G. Kozlova

At the moment the master's program is a challenge of the contemporary world. And this is not only because it is an innovation for many higher education institutions. It is rather because it is an uncomfortably novelty for students. Firstly, the existing order of education is disrupted. For many young people it has become normal to stop studying after they have received a bachelor's degree. In only 3-4 years you become a specialist. You received the basic training and you learn the practical part at your place of work. Secondly, for those who decide to study for a master's degree it is difficult to choose the course in the master's program. As a rule, students decide to finish their education by continuing to study the same specialty. But the two-level system of education in the higher education school makes it possible to correct the mistake if the specialty was chosen incorrectly the first time. While students study for a bachelor's degree, some of them come to the conclusion that the specialty that they are studying does not suit them. And they can change it when they continue to study.

Modern specialists should be ready not only to occupy a certain social level, but also to be able to solve non-standard life, professional and industrial problems. As a consequence the content of the education, and the technologies which are employed in the educational process should be aimed at training graduates who can easily adapt themselves to the changing conditions of the industry and the work market.

At present the progressive public of the country (we are not taking into account the destroyers – there are quite a few of them) is concerned with the revival of the moral foundations of the society. The spiritual, moral education becomes the leading component of the efforts both theoreticians and practical workers in the area of the education of the oncoming generations.

In 2008 at the Hertzen State University (St. Petersburg) a master's program was opened on "Spiritual and moral education". The aim of a master's program is to prepare students for special professions: preparation of teachers in the area of spiritual-moral education, development of the teachers' spiritual and moral potential and pedagogical competence, based on the knowledge of the native tradition, spiritual and pedagogical culture.

The opening of the master's program was preceded by five years of carefully adjusted work on the content of the training. Consultations were

held on the creation of the Educational Program, and reviews were received with critical comments which were conducive to bolstering the views on the essence of master's program education. Training for this specialization provides preparation of specialists and awarding them the academic degree (qualification) of "master of education". The study of disciplines is based on the principle of mutual enrichment of the content of education, which means that disciplines contain material revealing the close interconnection of the present with the past, and with the native tradition of educating the younger generations. The Educational Program is aimed at preparation of specialists capable of conducting modern pedagogical research in the area of spiritual and moral education, of developing the scientific-methods accompaniment of the Russian educational projects. The master's program is organized with the view of preparing researchers ready to conduct and participate in international research and projects in the area of Spiritual and moral education.

The master's program "Spiritual and moral education" is interdisciplinary, and is designed for the graduates of various universities. It is remarkable that mainly women study for a master's degree with our specialization. Only 2 students out of 9 are men (2008). One can discern in this a reflection of the existing practice: "only women are responsible for education in our country". It is a great credit to women, and at the same time it is an enormous responsibility. The fundamental difference in the woman's attitude towards education is that she subconsciously worries about the future of children, the family, and the country as a whole. This explains the aspiration of women to work in the field of spiritual and moral education of younger generations.

With the connivance of the whole society, by the 21st century we have received a special generation – a generation that lives in the search for constant entertainment. One doesn't need to be a researcher to understand that spiritual and moral education is undergoing a severe crisis. For three years our group of researchers studied the dynamics of the factors that form good breeding among the younger generations. The book: "The Young Generation of Russia: Moral Landmarks and Taboos" (St. Petersburg, 2008) presents the results of the diagnostic stage of the research. We have come to the conclusion that the young generation at the beginning of the century generally labors under a profound delusion about what the meaning of life is.

For the directors of the master's educational programs, there is yet another problem: how to make students stay in the program. How to make

sure that the training that lasts two years is not only informative, but also stimulates the aspiration to study further. And here, of course, the selection of the content of the studies plays an important role. In our master's program, along with a large layer of theoretical and methodological disciplines, there are subjects of practical implementation of the ideas of the program, in particular: "Professional activity of a pedagogue-organizer in the area of spiritual and moral education", "The foundations of the formation of spiritual and moral values through the content of academic disciplines of the social-humanitarian cycle and cultural-recreational work with the students", "The foundations of parents' pedagogy in spiritual-moral education", "Fostering of ethical tolerance and religious tolerance", "Spiritual and psychological safety of the personality" and others.

When organizing the training process in the master's program, we came to the conclusion that every master's program is a center of activities of competent teachers of different departments, and sometimes of different universities. So far, no textbooks have been created for students of master's programs. We have come to the conclusion that it is necessary to use the principle of "scattered lectures". For every meeting, the teacher formulates in a brochure the content of the class with master's students. Apart from the text of the lecture, it includes methodological instructions for mastering the material and tasks for independent work. An important role in the organization of the students' activity is played by the selection of obligatory and additional literature. A significant role is also played in the effectiveness of training by the selection of methods, techniques and technologies of teaching. The special nature of educational technologies lies in the combination of the traditional (lectures, seminars) and alternative technologies (modular learning, technologies of critical thinking, reflexive and interactive training). The choice of humanitarian technologies is determined by the principles of personality-oriented and pragmatist approaches in the training. But the leading trend of the methodological search of the instructional staff is the organization of well-thought-out independent work for students. Tasks for the students reflect not only the focus on themselves and their self-perfection, but also on the practical application of acquired knowledge.

In the 2009-2010 academic year, more students will be admitted to the studies in our master's program with full-time attendance, and a new form of training has been opened – long-distance education majoring in "Spiritual and moral education".

While working on the content of studies and communicating with students, we came to the conclusion that the organization of education within a master's program cannot just function as a declaration, as a protocol of intent. It is interesting, responsible work of every participant of the educational process in the master's program.

ORGANISATION OF SPECIALISED
DIRECTION OF STUDY PROCESS IN JUNIOR CLASSES
E. A. Reutskaya

In developed countries, including in Kazakhstan, there has been a tendency to revise the philosophy and methodology of education, which in its turn is connected with changes in methods of structuring the contents of education, developing new models of education contents, looking for effective methods for managing education etc. The expression of the new philosophy of education for Kazakhstan is the move to 12-year specialized education.

Specialized education is a means of differentiation and individualization of study, which by making changes in the structure, contents and organization of the educational process, can more fully take into account the interests, inclinations and abilities of pupils, and create conditions of study for senior pupils in accordance with their professional interests and plans to continue education. Specialized education is directed towards realizing a personally oriented study process. At the same time, the possibilities increase significantly for organizing an individual educational path for the pupil. The move to specialized education serves to: (a) provide in-depth study of individual subjects of the full general education curriculum; (b) create conditions for significant differentiation of the contents of education for senior pupils, with wide and flexible possibilities for organizing individual curricula for pupils; (c) establish equal access to complete education for different categories of pupils in accordance with their abilities, individual inclinations and requirements; (d) expand the possibilities of socialization for pupils, ensure continuity between general and professional education, and train school graduates to master programs of higher professional education more effectively [2].

The Concept of specialized education (at the senior level of general education) notes that realizing the idea of specialized education at the senior level forces the graduate of the main school to make a responsible choice – preliminary self-determination in the specialized area. However, professional self-determination is not just a choice of profession, but a certain creative process of the development of the personality, starting from an early age, and which is monitored by teachers at pre-school education establishments, pedagogues of schools and establishments of additional education [3]. In order to solve problems of choosing a special field of study and a profession, and to create conditions that aid the development

of a personality capable of successful self-realization in different spheres of activity in society, it is necessary to create socio-pedagogical conditions from pre-school age. This is because of the need to introduce individually focused study for the pupil into the education process (from the pre-school period to senior school), which involves: pre-specialization development (in pre-school education), pre-specialization education (in primary school) and pre-specialization training (at general school) [4]. Thus, the system of specialization study at the senior level should be based on the results of pre-specialization training at general school, which in its turn is impossible without the basis of pre-specialization education at primary school and pre-specialization development of the child at the stage of pre-school education [5]. This expanded concept of specialization study and its values are the foundation of the main ideas of the Program of development of specialization-focused education of junior schoolchildren. Modern standards of primary education take into account the specifics of the development of children of this age: the development of the basis of the personality culture of the child, ensuring his emotional well-being, creating psychological and pedagogical conditions for the development of the abilities and inclinations of children etc.

For the Kazakhstan system of primary education, a pragmatic approach is characteristic. An important role in the development of children's interests and inclinations is played by children experimentation, which psychologist N.N. Poddyakov considers to be the main method of learning about the surrounding world [6]. At junior school age, the child experiments with words and objects, and is surprised by the unexpected results. And surprise is a reliable path of thinking. The highest results in developing the cognitive creative abilities of children and communications skills are obtained by experimentation, simulation, projection and other methods of problem instruction.

The projection method of activity is especially popular, which helps to: (a) form prerequisites for search activity and development of intellectual initiative; (b) develop skills of determining possible methods for solving problems with the help of an adult and independently; (c) develop the wish to use special terminology and carry out constructive conversation; (d) be able to use different mediators of cognition. The projection method is relevant and effective, as it makes it possible to synthesize knowledge, experiment and develop abilities, which helps the child to adapt successfully to changing situation of school education.

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EDUCATION OF THE CHILD WITHIN THE FAMILY
AS THE DOMINANT PHASE OF THE INITIAL STAGE OF CONTINUOUS
EDUCATION (WITH EXAMPLES DRAWN FROM THE SCIENTIFIC
RESEARCH OF P. F. KAPTEREV)
R. S. Lunyov

Education within the family can to a certain extent be considered a newly uncovered field of scientific pedagogy, pedagogical anthropology, sociology and other sciences. The first Russian scientist to have made a significant contribution towards research on the system of family education was Peter Fedorovich Kapterev (1849-1922). He is one of the outstanding Russian scientists to have made huge contributions towards psychology and the theory and history of pedagogy, as well as having played an important part in the development of scientific pedagogy and pedagogical psychology. He combined fruitful scientific work with wide-ranging public pedagogical activity. In creatively developing the ideas of K.D. Ushinski and N.I. Pirogov, he has furthered the anthropological substantiation of pedagogical theory. He paid particular attention to the problem of the moral education and formation of children, of both preschool and school age.

At the end of the 19th century P.F. Kapterev noted that the educational process not only consists of transferring something from one person to another, nor is it merely an intermediary between generations, as in the image of a tube down which culture is poured from one generation to another. Kapterev noted that, internally, the essence of the educational process consists of the individual's self-development; and that the transferring of major cultural acquisitions and the training of the younger generation by the senior (for example, within the family) is only the external side of this process[1].

Kapterev considered that during children's moral education it is necessary to take into account their individual features and the features of their age group. As he explained to teachers and parents: "Each age has its particular views, tastes, manners of thinking and speech, understandings about what is beautiful and what is moral; each age has its own logic, religion, aesthetics, morals …"[2]. Within the moral development of a person

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[1] See for example: Bordovskaja N.V., Rean A.A. Pedagogics. The textbook for high schools. - SPb., 2000.

[2] Kapterev P.F. Modern education in attitude to age // the Observer. - SPb., 1889. - №5. - p. 61.

P.F. Kapterev designated a period during which the child is still 'pre-moral'; that is, he does not know yet what is good and what is evil. Kapterev considered this period very important in the child's life in terms of its further spiritual and moral development. Parents must pay attention to three factors which influence this development: those hereditary properties favorable to moral education; the development of sympathetic emotions and the overcoming of those obstacles met during this development; the schooling of children to become self-sufficient; the observance of a schedule for the day both at school and within the family[1].

Kapterev showed that irascible, whining and irritable children represent "inconvenient" ground for moral education. He cited jealousy amongst the adverse properties complicating the moral education of children, and warned strongly against the occurrence of enmity and hatred amongst children, against the supposition of dominative aspirations on the part of the strong towards the weak, and against superciliousness in relations with others[2]. On the other hand, persistence and calmness in the child are rather favorable for its moral education. The task of parents and teachers is not to allow persistence to pass into obstinacy, softness to become compliance to various influences, calmness to turn to indifference or coldness towards the grief and suffering of others, or to callousness and callous egoism[3].

In P.F. Kapterev's scientific research the family acts as a major factor in the socialization of the child and the formation of its personal qualities. For the child the family represents the whole world in which it lives, operates, makes discoveries, learns to love, hate, be pleased, and sympathize. As member of the family, the child enters into certain relations with its parents, who can have both positive and negative influence. As a result of this the child grows to be benevolent, open and sociable, or disturbed, rough, hypocritical and false.

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[1] Babayan A.V., Kapterev P.F. On the education of children within the family. // Problems of family and family pedagogics: the theory and practice, a history and the modernity retrev from: <http://pn.pglu.ru/index.php?module>. - 2005. - October, 20.

[2] For more details see: Kapterev P.F. From the history of moral development of children // Education and training. - 1897. - №8. - p. 311.

[3] Babayan A.V., Kapterev P.F. About education of children in family. // Problems of family and family pedagogics: the theory and practice, a history and the modernity the Internet - resource: <http://pn.pglu.ru/index.php?module>. - 2005. - October, 20.

Kapterev was one of the first Russian pedagogues to specify the necessity of moral preparation in the education of the young regarding the formation of family and the relationship between family and marriage. He considered this preparation an implicit problem in the formation of the moral development of both girls' and boys' personalities.

The pedagogue reckoned that school education, as part of the continual educational process of a person, should give both males and females all the knowledge necessary for them in future domestic life, "both organic and social. The education of women should have the family as its subject and in particular the child; at the center should be the idea of motherhood. The organism of the woman demands from her that she will be a mother, and the unfulfillment of this requirement or the lack of readiness for it will have deep adverse consequences on the woman's entire life"[1]. Following on from this, it should be noted that the education of the future family man or women, according to Kapterev, should be carried on throughout the entire *pedagogical process*[2]. The preparation of girls for the creation of a family and motherhood should be a subject of special care in high schools. "We shall add only this," he wrote, "that this question is inseparably linked with a matter of enormous public and state importance, as there cannot be the slightest doubt that for society and the state the educated, enlightened mother is of incomparable importance..."[3].

P. F. Kapterev asserts that to replace education within the family entirely with public education is both impossible and undesirable. "Family education contains the bases for the development of the pedagogical system; there are irreplaceable advantages, the loss of any of which cannot be compensated for by the most advanced public education... It is impossible to return to the Russian family, for example, the old structures in which families and the houses in which they lived represented fortresses, when there was no communication between families, when everyone lived for themselves, when both families and the state existed but society itself did not."[4] Thus, proceeding from all the above, it must be noted that the

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[1] Kapterev P.F. The system of quite real female education // Education and training. - 1893. - №8. - p. 250.

[2] For more detail see: Kapterev P.F. The pedagogical process. - SPb., 1905. - p. 51.

[3] Kapterev P.F. The system of quite real female education // Education and training. - 1893. - №8. - p. 253.

[4] For more detail see: Kapterev P.F. The history of Russian pedagogy. - SPb., 2004. - With. 528.

major social and educational function of the family as the first dominant phase in the development of a person's continuous education is the education of the upcoming generation. Kapterev considers the main features of aged-related development to be as follows: (a) continual progress forwards, more rectilinear than zigzag; (b) that this movement not be unilateral, but multilateral: that physical, spiritual and other corporal bodies and various well-meaning activities are included into the development, not all at once but gradually, not developing with identical speed and energy; (c) that development can bear an average course, and can be accelerated and decelerated for a number of different reasons; (d) that development can halt or take on unhealthy forms. Kapterev was resolutely opposed to the idea that the aging period be considered only as preparation for the future, without young age being appreciated in itself, with adults wishing that their children would progress through this stage faster. He repeatedly came back to the idea of the advantages of childhood, and of the self-worth of each of its period.[1]

The family in modern society is seen as the primary institution of a child's socialization. The educational process within the family has no borders, no beginning or end. For children their parents are a life-long ideal, who can in no way escape the child's steadfast eye. Within the family the efforts of all participants in the educational process are coordinated: schools, teachers, and friends. The family creates that life model within which the child is included. The influence of parents upon their own children ensures the latter's physical perfection and moral purity.

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[1] See: Kapterev P.F. On the common process of children's nature // Education and training. - 1893. - № 1. - pp. 1-17.

THE INTRODUCTION OF A STUDENT-CENTERED APPROACH TO LEARNING IN GENERAL SECONDARY EDUCATION

F. Umarova

The value of education is connected to changes in society, as well as the contents and technologies of education. At the same time, the value of education lies in its development through a focused process of forming a contemporary identity; progressive public relations create new social values and affect the social climate more generally. Since independence, a new social-political climate has been established, new values which have objectively led to changes in education, society's attitude and especially that of the young generation. Forming harmonically developed personalities is a very important goal of [1] the Law of the Republic of Uzbekistan "On education", [2] the National Educational Program and [3] the National Educational Development Program for 2004-2009. The main guidelines for these regulations and proceedings, according to their implementation, show the deep social and student-orientated value of education. These guidelines should be transformed into a real educational process, and should ensure the achievement of the results outlined by the National Program at each stage of continuous education.

The focus on the full disclosing students' ability and talent, fulfills the priority of national and universal ideals and values, harmonizing student-centered relations, society and environment with a respectful relationship between students and teachers, based on the valuable tradition of the "Tutor-Apprentice" relationship. These are the main orientations in humanizing education, ensuring mutual understanding and the collaboration of subjects in the educational process.

The student-centered paradigm of the educational process in this regard, is the system-development approach, which responds to the given requirements of the present. Student-centered learning systematically establishes the interrelation between learning, teaching and development. This is an entire educational process, substantially different from the traditional educational process [6, p. 34]. The term student–centered learning is widely used in teaching and pedagogical literature linked to student–centered learning, such as flexible learning, experiential learning and self-directed learning. The concept of student–centred learning has been attributed to Hayword (1905) and later to Dewey [12]. It is believed that Carl Rogers, the father of client–centered psychotherapy, expanded

his approach into a general theory on education. The term "student–oriented learning" has also been associated with the work of Piaget and more recently with that of Malcolm Knowles [8].

Many researchers working on the student-centered learning process describe two broad orientations in teaching: the teacher-centered/content-oriented concept and the student-centered/learning-oriented concept. [4; 10; 13].

I.S. Yakimanskaya argues that each pupil, having individual, self (personal) experience, "first of all strives to discover their own potential given to them by nature in view of individual organization" [5, p. 69]. S. Lea et al. summarise some of the literature on student–centered learning and emphasize the following principles: (i) "implementing active rather than passive learning; (ii) an emphasis on deep learning and understanding; (iii) a heightened sense of responsibility and accountability on the part of the student; (iv) increased student autonomy; (v) the interdependence between the activities of teacher and student; (vi) mutual respect in the student-teacher relationship; (vii) teacher and student both engaging in continuous self-assessment within the learning process" [11, p. 322]. In particular, G. Gibbs considers that the following key decisions should be included: "What is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgements are made and by whom these judgements are made" [9, p. 1].

Generally, having analyzed the literature we can come to the conclusion that some people consider student-centered learning a concept that allows students to make choices regarding their education; others believe that student-centered learning as a concept is distinguished by the fact that students do more than the teacher (active study rather than passive study); a third group uses a much broader definition including both previous understandings, and, moreover, describes changes in the hierarchical relationship between students and teachers.

With the introduction of student-centered learning in general secondary education, it must be borne in mind that during study it provides the student with a choice of subjects and methods. One student–centered approach to designing curricula is Problem–Based Learning, which uses the system of "problems-issues-condition", encouraging the students to develop their own learning objectives, thereby filling in the gaps in their knowledge or understanding.

One no less important issue relates to student assessment. Researchers identify several problems: (a) excessive attention is paid to

assessment, whereas consultation and study receive little attention; (b) students compare themselves to each other, which leads to the development of an emulative spirit rather than that of personal growth. Black explains the concept of self-assessment as an essential activity to help students "take responsibility for their own learning", an important aspect of student-centered learning [7, p. 126]; (c) assessment often fulfils a controlling function rather than a formative one. Understanding assessment in a more formative way would provide students with more information on how their learning process is progressing, how the level of their learning was improving. Examples of formative assessment include feedback on essays, written comments on assignments, grades during the year that do not add to the end of year mark and multiple-choice questions/answers for feedback only. The addition of more formative assessment encourages a more student–centered approach.

The results of research generally demonstrate a positive attitude to student-centered learning. As an approach it is more respectful to students, it is interesting, fascinating and with its help students achieve more self-confidence. The results have also helped to reveal some shortcomings of student-centered learning: (i) criticism of its focus on the individual learner; (ii) difficulties in its implementation, i.e. the resources needed to implement it, the belief system of students and teachers; (iii) students' lack of familiarity with the term [11-13].

The main objective of our research is to develop effective methods for implementing the student-centered learning approach while taking into account the national peculiarities of general secondary education.

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DEVELOPMENT PROFESSIONAL COMPETENCE THE PERSON THROUGHOUT ALL LIFE

THE PSYCHOLOGY OF MOTIVATION IN THE LEARNING PROCESS
F. I. Khaydarov

In the broadest sense of the word "motivation" may be interpreted as a complicated, multifaceted aspect of human life (like behavior or activity). Human life is both consciously and unconsciously regulated. In a sense we can say that the conscious side of life is the most influential regulator; taking this into account we can conclude that motivation is the system through which human activity is impelled towards both targets and objects. This process involves such psychological components as; demands, motives, interests, ideals, efforts, orientations, emotions, standards, values and so on.

The term "motive" is interpreted by scholars in different ways. For example, A. Maslov regards motive as a "drive," that is, a need. S.L. Rubinstein considers motive to be the sensation of and the satisfaction of such needs. Some scholars interpret "motive" as being the object of the need. As is known, the concept of "motive" occupies a central position in the theoretical works of A.N. Leontiev. He regards motive not as an emotional demand, but rather as an objectivity which in certain situations outlines concrete demands, regulating and stimulating human activity (5). Here we can see that particular attention is paid to the external manifestation of motive. As a result of this some scholars have been inspired to investigate the internal structure of motive. Bozhovich, for example, considers motive to be a set of ideas, views and emotions; that is, internal subjective factors, rather than the totality of objective factors (1). A.A. Reahan explains motives as the stimulation of human activity towards specific actions that help to satisfy specific demands. V.K. Vilunas interprets motive as being the system of processes which responds to stimulation and activity.

Considering the above definitions of "motive" and "motivation" we can assert that "motive", being interpreted in various ways by different scholars, is multifaceted in content. To define the concept in the most general terms, then: motivation is a complex structure consisting of forces which induce activity in people; it reveals itself through hobbies, aims, ideals, and it guides human activity. In examining the motivational sphere of a personality, it is necessary to outline a set of active motives with a definite

structure and hierarchy. Figuratively speaking, motivation is the root of a personality around which all of its social-psychological characteristics (the orientation of the personality, its adjustment, self-conscience, and emotions) are formed and developed.

Of course, motivation has its own specific structure. In investigating this structure, B.I. Dodonov suggests that motivation consists of four components: 1. satisfaction at an activity; 2. the significance of its results for the individual; 3. the emotional force stimulating the activity; 4. the pressure imposed on the personality. Motivation can be defined according to precise principles. One such principle is that of "strong-weak", meaning that we can identify motivations as strong or weak according to their power. Here we should mention the classical law of York-Dodson, which states that the effectiveness of any activity is dependant on the strength of its motivation: in other words, the steadier the motivation; the more effective the activity. However this directly proportional relation applies only within certain boundaries. If the strength of the motivation increases and passes a certain level, the effectiveness of the activity begins to decrease (4).

Motivation can be identified both quantitatively and qualitatively. From this point of view, motives can be identified as either internal or external. Here the vital distinction is in the attitude of the motives towards the contents of the activity. If the activity itself is significant to the individual (for example, it satisfies his learning requirements), then we are looking at an internal motive. If other demands are more urgent for the individual (for example, social vocation), then we are looking at an external motive.

According to yet another principle, motives are divided into positive and negative. For instance, external motives such as an aspiration to achieve are positive, whereas motives such as social vocation are negative. In brief, then, there are numerous kinds of motives and our approach to each should be based on its individual specificities.

Students' learning makes up the "root" of educational processes. Accordingly, the studies of motivation in learning and positive influences upon this motivation increase the efficiency of education. The motivation to learn is connected to motives. With regard to learning motives it is necessary to understand the psychological structure which induces and guides the learning process. It is this psychological structure that defines the quality and efficiency of the learning process. There is indeed a great difference between the motivation to "get a good mark in an exam" and an aspiration to "form attitudes towards life" or to "change one's world-view". In speaking of learning motives S.L. Rubinstein noted that for these motives to

function normally the pupil should not only understand the tasks that he has set for himself, but should also accept them psychologically. Only then do these learning goals become significant for students (6).

The variety of different learning motives involved also affects the nature of the learning process. G. Rosenfeld differentiates between several kinds of teaching, depending on learning motives:

1. Learning for learning's sake. This means learning in which the student studies without gaining any satisfaction from his studies;
2. learning without interest or benefit;
3. learning for the sake of social identification;
4. learning for the sake of achievement;
5. learning under pressure from parents;
6. learning under the influence of particular moral responsibilities or human values;
7. learning with an aim to solving vital problems;
8. learning under the pressure of social demands, requirements and values (4).

If we observe carefully, we find that various learning motives lie at the heart of all these different educational modes. Consequently, it should be a priority of the teaching process to study the motives guiding learning, and to work out ways of developing positive learning motives.

Here we should underline the importance of the relation between learning motives and effectiveness of teaching. When we spoke above about the learning process and its efficiency, it was clear that it is essential to pay great attention to the intellectual level of teachers and students. However, in investigating the role of intellectual and motivational factors in learning, the contemporary scholars B.A. Yakunin and N.I. Meshkov have uncovered an interesting scientific fact. They found that "strong" and "weak" students differ from one another not in terms of intellectual level, but in terms of the nature of their motivation for learning. It was revealed that for "strong" students it is more natural to draw on inner learning motivation in cases of the acquisition of knowledge and professional skills. "Weak" students, on the other hand, rely on external motivation, such as the fear of remaining unqualified and a desire for social acceptance (7).

From the above we can conclude that internal motivation will suffice if the special abilities, knowledge, qualifications and habits of students are sufficiently developed. Current trends towards compensatory mechanisms do not function; no high ability level can compensate for low learning motivation. A recognition of the importance of positive internal motivation

for learning leads to the formulation of a principle in pedagogical psychology of motivational support in learning. In order to generate students' educational motivation a teacher must understand both the characteristics of motivation and how effectively to implement them in teaching.

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TECHNOLOGIES FOR DEVELOPING THE CREATIVE FUNCTIONS OF FUTURE TEACHERS

N. N. Azizkhodjayeva

Contemporary problems in teacher training are bound up with the formation of innovative teacher activity. Innovative activity is seen both as a creative process and as the result of creative activity. The peak of a teacher's professional skills and their long –term creativity is linked to the study of personal achievement. From a scientific point of view, this study examines the interplay between professional skills and creativity. In relation to this the following categories are distinguished: creative individuality, self-development and self-perfection, and creative experience as a result of self-realization.

When considering creative individuality we must pay special attention to such categories as: intellectual - creative initiative; intellectual abilities; width and depth of knowledge; an inclination towards creative questioning; a sense for what is innovative and characteristic in a problem; and professionalism.

Creativity is a particularly characteristic innovative activity for teachers. The term "creativity" appeared in Anglo-American psychology in the 1960. It referred to the particular abilities of the individual to create new concepts and to form new skills. For example, G. Gilford distinguished the following intellectual capabilities for defining creativity: fluency of conception, originality, inquisitiveness, the ability to hypothesize and so on. N.M. Gnatko considers creativity to be a person's creative abilities, the special abilities of an individual which allow him to display his social activity. He distinguishes between potential and actual creativity. According to ongoing research, potential creativity is any creativity which is possible. The transition from potential to active creativity is achieved through a radical reorganization of his or her concrete activities on the part of the bearer.

The problem of creativity is tightly bound to that of a creative teaching style. Every personality has its own inherent version of such a style. At the lowest level this style can be merely "imitative", copying the style of another. At a higher level this style is connected to one's efforts to master one's own, unique style of activity.

Individual and creative styles are not one and the same thing. Individual creative style is formed through "creative imitation" as the result of inner motivation to and the ability to attain the highest levels of creative style. The research approach characterizes a creative teaching style as a

system of methods and strategies ensuring that teachers can go beyond the boundaries of normal teaching and enrich it with original, unusual teaching solutions, innovations and discoveries.

Within the structure of creative teaching styles a motivating component is defined which includes a tendency towards self-development, self-education and self–expression, the assimilation of new knowledge and skills during pedagogical work, and the creative usage of all the above. The underlying idea of any creative style is precisely that creativity, which allows us to distinguish creative styles of activity from individual styles in the first place.

In considering the development of a teacher's creative functions we depart from the private characteristics and emotional factors of the individual. Within the "creative component" of a creative teaching style one can distinguish those intellectual abilities which ensure: vigilance in addressing pedagogical problems; an appreciation of the integrity of the teaching process; criticism; flexibility and originality of thought; ease of generating new ideas; and a ready memory.

Creative teaching can be seen as a professional openness to innovation, and the creation implementation of new teaching methods in education. Researchers have determined numerous stages of developing characteristics in any creative teaching style.

The adaptive level of a creative style is reflected in an unstable attitude towards creative teaching.

The reproductive level is characterized by a stable attitude towards both new and original factors. On this level teaching continues consciously and reproduces perfectly.

The heuristic level is demonstrated by a striving to develop new ways and methods of professional activity.

The creative and highest level is marked by a consistent orientation towards creative teaching. At this level the teacher has all the necessary intellectual abilities and qualities and can be characterized as a creative person.

Specially designed technologies must be used in developing the creative features of a future teacher. Such technologies offer future teachers the opportunity to form their own individual creative styles. The efficiency of such technologies depends on a number of specially prepared conditions:

- Psychological diagnostics regarding readiness for creative work;

- The creation of a receptive mentality towards new ideas and the manifestation of creative activity and a value-driven understanding of creativity;

- The development of reflective assessment capabilities and of the skills of students;

- The inclusion of students in research activity;

- The creation of situations which require multiple solutions and simulate potentially unusual situations in teaching and communication;

The study and dynamics of the development of students' creative educational activity.

Among technologies for the development of the creative functions of students in higher pedagogical institutions we can distinguish certain creative technologies. At the heart of each lies the personal interest of every student in creative activity, in developing abilities for the uncovering, commutability and perception of new and unusual ideas. An orientation towards creative activity can be solved by many game technologies and group creative tasks. The reasoning for applying game technologies is their activating and intensifying effect on the activities of students. Entertaining, communicative, therapeutic and diagnostic functions are exploited here. The games have emotional elevation. Some game technologies can have an influence on the development of creative teaching styles. These are of interest to both the theatre and the arts.

Creative technologies are also effective. Programs such as "Clusters" help students to think freely and openly about any theme; it is necessary only to demarcate initially some structures which will provide an opportunity for stimulating thinking about the links between games, for the forming of new thoughts and ideas and the uncovering of new associations.

"Sink way" technology is used as a method of creative expression. This technology requires the synthesis of information, helping to reflect conception; it is also the fastest and most powerful tool for synthesis and summarization.

"The Scales" program is directed towards developing creative improvisation and mental experimentation. "The Scales" can be practically used in all kinds of pair and group work and similar. It helps in forming leadership qualities and promoting a desire for perfection and an active role in life.

The "Beetle" system is used for work on students' potential for active creative research, the development of their associative thinking, logic, memory and the free and open expression of their own ideas. This

technology provides an opportunity for solving certain pedagogical problems in groups and allows participants to display their personal creativity and to express of their own opinions.

"The Fan" is used to develop creative and analytical thinking, as well as the ability to formulate and succinctly to express one's own ideas in both written and oral form. This technology helps to solve problems related to of knowledge and education such as: the capability to work in large or small groups, the ability to understand a problem from different points of view, the ability to reach compromises whilst respecting the opinions of others; it also enhances precision, a creative approach to work and the ability to concentrate on a given problem.

Many technologies are designed with the creative development of future teachers in mind. These include: "Diaries", "Cubes", "OREG" (opinion, reason, example, generalization), "Boomerang", "Project", "Blitz", "Labyrinth", "3 by 4" and others.

The training of future teachers is effective only if it is aimed at their creative development. Among such training programs there are "School of convincing", "Teacher and group", "OAC" (observe, argue, convince) and others. Technologies of creative development allow future teachers to solve difficult pedagogical problems, and ensure a creative learning environment which can point the way for their professional and creative work.

LIFELONG LEARNING AS A SIGNIFICANT COMPONENT OF TEACHERS' PROFESSIONAL PREPARATION (BASED ON POLISH EXPERIENCE)

education as after-school education, characteristic of an adult[1]. Lifelong learning appears as one of dominant features of contemporary civilisation. Although it was in the sixties and seventies of the twenty first century when permanent education became popular in both Polish literature and educational practice, the issue had become significant at the beginning of the twenty first century. According to Jacques Delors and UNESCO report *Education – treasure hidden inside:* „(.,..) the idea of permanent education is the key to the gate of the twenty first century. (…)".

The idea of permanent education was not though born in the second half of the twentieth century. Its tradition is longer, and its genesis rooted in the eighteenth century and associated with the influence of French Enlightenment. In Polish culture the beginnings of permanent education are seen in the work of Committee of National Education established on 14 October 1773. It is known that the Committee was the first secular Ministry of Education in Europe. It was established in adverse conditions for Poland. Its statehood was close to collapse whereas territorial power was strained in 1772 by the countries that carried out the partitions of Poland, that is Russia, Austria and Prussia. The psychological shock caused by the partitions, the influence of French Enlightenment, ideas of physiocratie, and, above all, abolition of the Society of Jesus in Poland determined the establishment of the Committee. It saved secondary education in Poland of those days, which till that time had mainly been owned by the Company of Jesus. Had the schools been liquidated, Polish noble youth would not have had a place to study. [2]

From many initiatives and actions taken by the Committee there is one worth emphasising, namely trying to create a homogeneous system of education with the Committee (as the Ministry of Education of the time) on the top. Moreover, programmes and curricula of all kinds of schools were thoroughly modified, and the new role model of a person (Pole, citizen) was created. New textbooks written especially for the schools of Committee were published. Decisions of the committee concerning teachers were of great importance for the undertaken deliberations. Teachers played significant part in the Committee's plans. Polish school of the end of the eighteenth century was supposed to contribute to the rebirth of civil and

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[1] Ibid, p. 904.

[2] Por. R. Dutkowa, Komisja Edukacji Narodowej. Zarys działalności. Wybór materiałów źródłowych, Ossolineum, Wrocław 1973. A. Jobert, Komisja Edukacji Narodowej Polsce 1773 – 1794. Jej Dzieło wychowania obywatelskiego, Wrocław !979.

patriotic education, so important to the further ways of Poland. Taking that into consideration, the Committee created the new type of a teacher, a secular, talented and educated person, showing creative attitude towards society and school realities, and understanding the importance of educating young generation for further ways of the Polish nation.

Teachers, according to decisions of the Committee, were supposed to constitute a separate social state including teachers of main schools (universities) and secondary schools (the so called provincial and district schools). Standing of tasks made for teachers was expressed by the privileges they had been given by the Committee. Teachers were guaranteed fair salaries, the possibility of getting a promotion and a perspective of retiring after 16 (in case of primary school teachers) and 20 years of work in other cases. Taking the significance of the profession of a teacher into consideration, the Committee suggested a thorough selection of candidates for academic positions. That required a long-term observation of educational progress, keeping candidates encouraged and assessing their qualifications which were supposed to be 'better than average'. Four years' graduation in specially established teacher seminaries was based on the program in which a candidate' s interests and talents were taken into consideration as well as schools' demand for proper specialists. At the end of their studies graduates were given Ph.D. degree.

Graduating from a university was not the end of teachers' education process. Since the committee stated: '(…) virtues of her/his (teacher' s) mind and heart will influence pupils' minds and hearts (…)[1], it consistently headed for teachers having/possessing those features, moreover developing and perfecting them, and then passing on to their pupils. Thus the Committee advised their teachers to take up self-education and professional development at the place of work. Studying of research papers, textbooks and other books was the foundation of self-education. Thus schools were obliged to open their own scientific libraries. Basic resources were secured by the Committee. But reading scientific works and textbooks was not all as teachers were advised to think critically about their educational practice: '(…) deal with yourself after school ,think about what you have done, think and consider even more than read (…)'[2].

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[1] Z ustaw Komisji Edukacji Narodowej, [w:] Źródła do dziejów wychowania i myśli pedagogicznej, t. I , wybór i opracowanie S. Wołoszyn, PWN Warszawa 1965, s. 648.

[2] Ibid, s. 649.

And here we arrive at the issue of our interest, mainly permanent learning. In the above deliberations applied by the Committee we can still see a present task for a contemporary teacher. It is emphasised by representatives of pedeutology who pay attention to the change of attitude towards education and getting qualifications by a teacher. They emphasise the fact that there are no qualifications that are efficient in every kind of situation. This means that teachers' qualities limited to the area of competences are insufficient as they simply lack some afterthought about one' s actions and their conditionings. Yet it is the afterthought and consideration in real situations that makes it possible for a teacher to react flexibly and appropriately to an educational situation.[1] In this case a teacher's professional qualifications are incomplete and demand constant verification. However, becoming a teacher is above all learning how to use your qualifications and talents to make your pupils develop[2].

Both experience of the Committee and contention of contemporary pedeutologists harmoniously show that the profession of a teacher, unlike other professions, requires continuous learning and constant self-education. This dependence is worth being illustrated to the next generations of candidates for teachers.

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[1] D. Gołębniak, Zmiany edukacji nauczycieli. Wiedza – biegłość – refleksyjność. Toruń – Poznań 1998, s. 145.

[2] H. Kwiatkowska, Edukacja nauczycieli. Konteksty – kategoria – praktyki, Warszawa 1997, s. 223.

LETTER AS A FORM OF INSPIRATION TO SELF-EDUCATION (FOR TEACHERS) BASED ON LETTERS TO A YOUNG TEACHER BY MARIA GRZEGORZEWSKA
D. Grzybowska

Every person faces two basic determinants in his/her life, either in private or professional one. On the one hand constant civilisation development extorts permanent education, thanks to which people can live up to new challenges, but on the other hand biological limitations of human development such as senility prompt a person to take up a conscious effort to overcome his/her imperfections. Omitting these actions inevitably leads to stagnation, and eventually to personal and professional regress. It also concerns teachers. The scope of competences in their profession is extraordinarily wide and includes basic competences making it possible to communicate with others, competences necessary for constructive work (interpretative, self-creational, executive) or required competences, helpful in educational work. However, a teacher should never be too complacent of his/her knowledge or qualifications[1]. S/he should constantly verify them and think about them critically.[2] In this way s/he becomes an authentic creator. But is it possible to maintain this kind of creative attitude for the whole time of professional career? What kind of intervention is needed to keep working on oneself, to become not only a better professional but also a better person?

In 1947 – 1961 a specific attempt to help teachers in this matter was made by Maria Grzegorzewska, a figure exceptionally valuable for Polish pedagogy (especially the one for the special need learners) in *Letters to a Young Teacher* which she also published. Letter is a literary genre giving an author freedom in the area of formality and contents, it also allows personal and emotional way of expression. M. Grzegorzewska noticed those advantages of letter as a genre, and wrote: *(…)a letter is a simple nice form, more direct than an ordinary book and giving an opportunity to cooperate with the reader. Imagine that when these letters have been sent and you are reading them, many of you will be asking questions and having problems understanding things, you will be worried or having after-thoughts, and eventually you will be willing to share them with me. It is as*

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[1] S. Dylak, Nauczyciel – kompetencje i kształcenie zawodowe [w:] Encyklopedia pedagogiczna XXI wieku, t. II, Warszawa 2003.
[2] H. Kwiatkowska, Kształcenie nauczycieli [w:] Encyklopedia …, t.I.

simple as that, just write me a letter (…) my address (National Institute of Special Need Pedagogy, Warszawa 16 Spiska Street) (…)[1]. The letters including 24 writings grouped in 3 cycles, were addressed to all teachers. The letters had their specific didactic functions but above all they were supposed to influence teachers' attitudes.[2].

Both proper selection of contents and the way of presentation served as means to achieving the second goal. Language of free conversation is dominant in the letters and there are many direct statements which suggest that the sender and the addressee know each other well: *(…) think, perhaps in this case we can talk (…)about a kind of human happiness, which means it is ours, yours and mine? Have we met in our thoughts? Oh, I wish you luck so much, my young friend (…)*[3]. The author of *Letters* emphasises and builds the feeling of teachers' community (she once was a teacher) keeping them believe in the sense of their difficult work: *(…) My friend, always remember that you' re not alone, you joined our family of teachers, we are all with you! (…)*[4]. She also encourages teachers, as they are a family, to cooperation based on mutual kindness: *(…) all of us and each of us must contribute to (…) harmonizing people who work in teams and to rebuilding trust in one another (…) we will then breathe a sigh of relief and see our life and work more clearly (…)*[5].

Arousing after-thoughts concerning various aspects of teachers' life M. Grzegorzewska used examples taken from many different sources such as her own experience, others' stories and the press. She often confronted two phenomena using contrast, i. e. an open, outspoken teacher vs. an autocratic one.[6]. She did not preach or chastise anyone, but showed consequences of particular attitudes and contexts. She treated specific situations and occurrences as a chance to formulate open questions to teachers (and herself), and so to say in answer to the questions, a chance to present her own afterthoughts concerning condition of human kind or the profession of the teacher.: *(…) I think, my friend, that human goodness is the greatest value (…)it is rarely spoken of, written about ,and perhaps*

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[1] M. Grzegorzewska, *Listy do Młodego Nauczyciela*, cykl I – III, Warszawa 1996, s. 10 – 11.
[2] Por.: E. Żabczyńska (red.), Maria Grzegorzewska. Pedagog w służbie dzieci niepełnosprawnych, Warszawa 1996, r. IV.
[3] M. Grzegorzewska, *Listy do Młodego Nauczyciela …* cykl I, list piąty.
[4] M. Grzegorzewska, *Listy do Młodego Nauczyciela…,* s. 7.
[5] Ibidem, cykl II, list szósty.
[6] Ibidem, cykl I, list trzeci.

thought of? Why?(…) goodness is also undoubtedly one of primary features of a good teacher-tutor (…) it is so important that every teacher, as much as s/he can, creates living goodness in a man(…)[1]. Using hard facts M. Grzegorzewska tried to emphasise in a multidimensional way, different values such as friendship[2],love[3],goodness[4], humanity[5], openness and cooperation[6], important in pedagogues' work and in life generally.

According to M. Grzegorzewska, patterns of behaviour play an important role in forming teachers' attitudes and their internalization of particular values. In the next letters she writes about famous pedagogues, their lives, achievements and views. The ones that seem to be special for her and that she writes much and warmly about are the Elderly Doctor Janusz Korczak[7] and her tutor Józefa Joteyko[8]. She also mentions Stefania Sempołowska[9] and Władysław Dawid[10]. A significant idealisation of J. Korczak and J. Joteyko came out of, as one can guess, personal relations that the author of *Letters* had with those people. On the other hand so emotionally strong presentation of the characters could have had very strong impact on the readers.

One of the letters[11] directly touches the issue of permanent education, its essence and significance. In order to motivate the need of constant learning, M. Grzegorzewska stresses the teachers' profession as the kind of special service: *(…)if you want to give, you must have something to give, and if you want to give much, you have to have much (…)*. Forms of education seem to be of secondary importance to her. What is more important is strong motivation, thanks to which education is continuous and it heads for positive changes in one' s personality.: *(…) if you want (…)fight for humanity and moral values, you have to be internally wealthy, and you have to reach this wealth everywhere and always (…)and you will find them in systematic learning, and in a book, and observing many aspects of life, and in coexistence with nature, and in coexistence*

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[1] Ibidem, cykl I, list dziewiąty.
[2] Ibidem, cykl III, list czwarty.
[3] Ibidem, cykl II, list szósty.
[4] Ibidem, cykl I, list dziewiąty.
[5] Ibidem, cykl I, list drugi.
[6] Ibidem, cykl I, list ósmy.
[7] Ibidem, cykl II, list piąty.
[8] Ibidem, cykl III, list drugi.
[9] Ibidem, cykl III, list szósty.
[10] Ibidem, cykl II, list drugi.
[11] Ibidem, cykl I, list jedenasty.

with people, and in a talk, and at work – everywhere (…). In this way permanent learning becomes conceptually close to an attitude to life aiming at getting to know oneself and the world in constantly changing reality, it is *a guidepost – (…) creative work in aspiration for conscious living, building by education, feelings and thoughts – one' s own world, own attitude to people, to phenomena of the world, to work, to life, and to oneself(…).*

Letters to a Young Teacher encourage teachers to reflect about their actions and lives, it is an attempt to encourage them to take up an effort to work constantly on becoming a real human and a real tutor. The form and essence of the message chosen by M. Grzegorzewska together with her unquestionable personal and professional authority eventually became significant elements of teachers' development plans for many years. Though a bit archaic, her ideas can still inspire individuals to think about the profession of a teacher. It also seems that various the internet community platforms can be a sort of continuation of this kind of communication (between theorists of pedagogy and experienced pedagogues) . This could give people unlimited possibilities of exchanging opinions directly. However, this kind of communication may be less influential (when compared to *Letters*) as on one hand too many platforms may be established while on the other hand there will be no authorities having impact force similar to the one of Maria Grzegorzewska.

**DIDACTIC CONDITIONS FOR DEVELOPING THE COMPETENCE
OF PEDAGOGUES WHO HAVE RECEIVED MODERN VOCATIONAL
TRAINING WITHIN THE SYSTEM OF CONTINUOUS EDUCATION
N. R. Shametov**

It is absolutely clear that any pedagogical phenomenon can exist and develop only under the creation of certain pedagogical conditions. On the basis of the analytical-synthetic procedures carried out, we have uncovered the set of didactic conditions for developing the competence of pedagogues who have received modern vocational training within the system of continuous education at the "college-university" level. Let us consider individually each of the pedagogical conditions arrived at.

1. *The training of the future teachers of a vocational school should be forward-thinking in nature.* It is generally accepted that as a subsystem of the socioeconomic structure the educational system is defined by the level of development in productive capacity; at the same time, since it is also a super structural element, it is defined as the basis for these same relationships of production. Thus, two general laws of educational development operate: the law of conformity of an educational system to the level of development in productive capacity, and the law of conformity of an educational system to relationships of production. However, the nature of the conformity is not specified within the formulation of the law. Without going into detailed calculations, which could serve as the basis for yet further research, we can nevertheless assume that what we are speaking about here is an *advanced conformity*. It may be asserted that when such a mechanism exists, the social production of the subsequent generation is undertaken with an increment of knowledge and skills. Therefore it possesses new modes of professional activity compared with previous one.

2. *The availability of continuity in the educational programs of higher and secondary-level vocational training.* As is well known, continuity in training consists of establishing the necessary connections and of the correct correlation between aspects of each subject at different stages of its teaching. The concept of continuity is also characterized by the requirements of the knowledge and skills of students at each stage of learning, by forms, methods and techniques for explaining new teaching material and all subsequent work on its assimilation. Thus under the circumstances it is very significant that the achievement of continuity lends study a perspective character, meaning separate themes are not considered separately from one another, but in terms of an interrelation

which allows the study of each subject to draw not only on the past but also on a broad orientation towards future themes. The fundamental advantage of any staged educational model is the inherent reduction of time in preparing skilled experts with different initial levels of qualification. The main way of saving time in terms of the educational model lies in avoiding duplication of the content in curricula and training programs, and in ensuring continuity of content at all stages of training. Thus, ensuring the continuity of educational programs in secondary vocational and higher education allows you to exploit the fundamental advantage of the educational model/pedagogical system of continuous vocational training at a "college-university" level.

3. *Support for the "competence approach" in educational programs.*

In essence the "competence approach" supposes the presence of indicators of levels of graduate competence, as well as detailed models of teachers' and students' activities. An important condition for the realization of the "competence approach" is a high level of competence amongst teaching staff, since only a competent teacher can train competent specialists. Thus, the didactic condition is directly related to two components of the pedagogical system – "Pupil (student, listener)" and "Teacher".

4. *The use of innovative educational technology in vocational training.* In a broad sense, pedagogical technology consists of systematic planning in the application of, and evaluation of the entire process of, training and knowledge assimilation through the integration of human and technological resources and the interaction between them to achieve a more effective form of education. In this sense pedagogical technology refers to information technology, telecommunication theory, pedagogical quality assessment, as well as systems analysis and pedagogical sciences (psychology of learning, theory of cognitive activity, organization of the pedagogical process and the scientific organization of pedagogical work). One characteristic feature of the current stage in the introduction of pedagogical technologies into the learning process is the creation of computer laboratories and display classes and a quantitative and qualitative growth in pedagogical means. The above considerations indicate that innovative technologies are a prerequisite for the successful functioning of a structural component of the didactic system such as "the means of didactic communication."

5. *The development of pedagogical tools based on active learning methods.* Active learning involves the use of a system aimed primarily not

PSYCHOLOGICAL FEATURES OF RE-SOCIALIZATION
OF TEENAGE PUPILS OF SPECIALIZED
EDUCATIONAL ESTABLISHMENTS FOR MALADJUSTED CHILDREN
N. G. Kamilova

Socialization is a triple union of processes of instruction, nurturing and social adaptation, i.e. the ability of the child to fit into these processes organically, mastering the social experience necessary for successful functioning in the micro-society.

The result of successful socialization, in our opinion, can be considered to be the following indicators: (a) achievement by the teenager of a level of social competence at which he can independently plan family life, a professional career that matches his interests, abilities, the requirements of the labor market, and fulfill his plans; (b) the ability to deal with difficulties arising during his life, or if necessary to know where and from whom help can be gained, and the ability to go for help at the right time; (c) clear ideas about himself, his abilities and limitations, acceptance of himself in all the diversity of situations and personality manifestations, and an aspiration towards his "beloved self"; (d) achievement in development of a level of reflexive contemplation of his actions, abilities and limitations. The indicators outlined above include mastering the following types of social experience: value (moral interests, ideals, convictions), operational (general work skills, skills of self-regulation, development of memory, thinking, imagination, realistic life plans); habit activation (operative adaptation to stable and unstable conditions, social resistance to negative effects, and adequate level of achievements), cooperation (communicative knowledge and skills, personal ambitions, ability to resolve conflicts, work in a team, find a personal meaning in each matter); reflections (ability to acknowledge one's state, and develop such qualities as empathy, tolerance, assertiveness, to know about oneself and one's abilities, to be able to make a choice and be responsible). Among the indicators of social adaptation one may also name the following: high motivation to study, self-regulation in observing norms, and a number of mastered professional skills.

In talking of problems of the socialization of pupils of specialized educational establishments, we mean the obstacles which stop them from attaining social maturity at each of the stages of age development, to master a leading type of activity, resolve conflicts etc. Among the psychological difficulties which underage offenders face, special attention

should be given to: (a) restricted knowledge, intellectual passivity, insufficient and peculiar vocabulary; (b) indifference to what is going on, reduction of interest in various types of activity, and low motivation to master them; (c) lack of aspiration to reveal oneself; (d) lack of criticism, and also excessive or low self-assessment, inadequate level of ambitions; (e) high suggestibility and readiness to accept asocial forms of behavior (alcoholism, drug addiction, smoking, vagrancy); (f) under-development of complex emotional manifestations, aggression of behavior; (g) dependency; (h) inability to organize one's leisure independently etc. Quite often, pupils do not wish to adapt to the social surroundings, do not try to take into account the opinion of other people, have a deficit of genuine emotional relations, and are closed off. Evidently, teenagers face significant difficulties in communicating not just with adults, but with their peers, and the existing contacts are "poor" in contents and not emotionally rich. Furthermore, the teenagers have a low motivation to change their behavior. All this enables young people to be oriented towards an asocial and criminal way of life, or on the contrary, it makes them the first victims of various types of crimes.

Underage offenders who encounter obstacles often resort to psychological defenses in the form of aggressive and addictive behavior, as stereotypes of behavior that have been adopted from early childhood. These children in games and everyday life resort to themes of violence, and repeat them over and over again, ignoring prohibitions and social norms. This list includes difficulties that affect all aspects of development (cognitive, emotional, behavioral), which shows a general arrested development of these children, and serious deformities of development.

When the pupils are at the specialized establishment, all the necessary conditions are created for active vital functions, but of special importance is the problem of active introduction into practice of preventive measures during their re-socialization. The results of experimental study of socialization of pupils shows that the process of re-socialization at specialized education establishments for children with deviant behavior requires improvement. This will make it possible to highlight the following problems in re-socialization and social adaptation of pupils: help in mastering the main activity, help in self-awareness and formation of a self-image, motivated prophylactic and correctional work with families of pupils, formation of a system of personal meanings and values, formation of rules for leading a healthy life style, help in mastering skills of constructive communication, and establishing a system of keeping track of the pupil and

his family. The specifics of correctional work with this category of teenagers should consist of their acquiring personal experience of "living out" new methods of interaction with the people around them, and a different sense of the outer world with the help of training sessions held in small groups.

The effectiveness of re-socializing influence is based on the features of the adaptive-developing environment – the environment within which the process of socialization of pupils at the educational establishment is organized. An effective adaptive-developing environment, in our opinion, includes: firstly, all the vital activity of the educational establishment as the main institution for socialization of the child, including features of family upbringing and school education; secondly, methods directed towards the pupils accepting adaptation behavior as they master socio-cultural norms, values and rules; and towards development which allows the individuality of the child to be revealed and realized, which goes outside his adaptive abilities and normative forms of behavior. The successive and overlapping combination of these processes will make it possible for the pupil to gain personal wholeness and become successfully integrated in modern society, and become a full, competitive member

The term "adaptive developing environment", in our opinion, is a general concept that integrates such components as the nurturing system of the establishment, the living, communication and interaction environment of the pupils, the system of comprehensive tracking of the child with maladjusted status. This type of environment should ensure the processes for the child to enter the world of social relations, provide abilities to master norms and rules of behavior necessary both for adaptation of a person in the micro-environment, and for vital activity in the expanded environment. At the same time, mere adaptive activity, mastering of existing norms and rules is today clearly insufficient for successfully functioning of a young person in the environment. The demands and challenges of modern society push teenagers to master new boundaries of personal development through acquisition of skills of social competence necessary for their successful socialization. And this is possible by motivated work on creating a positive self-image, arousing interest in social and personal achievements, belief in one's own powers by raising the level of motivation and social competence. This is especially important for the child if there is a lack of help from the family and inner circle.

THE ROLE OF ETHNO-PEDAGOGY IN PATRIOTIC EDUCATION OF THE FUTURE TEACHER
R. K. Toleubekova

In modern conditions, when new problems of a socio-political, economic and cultural-ideological nature increasingly come on to the agenda, the development and subsequent realization of scientifically founded principles of the Kazakhstan model of patriotism applied to contemporary tasks become extremely relevant.

Problems of patriotic education of the future teacher can be solved by using mechanisms of influencing the personality of the student by using national traditions in the process of studying a course of ethno-pedagogy, which is justified by the fact that national traditions enable the restoration of the historical memory of the people, and the involvement of people in the material and spiritual culture of their homeland. Patriotism in an atmosphere of sovereignty and independence takes on a fundamentally new content, and is the component of a new ideology, which replaces the ideology of a totalitarian system. The leading representatives of the Kazakh people – Tole bi, Kazybek bi, Aiteke bi and others, thanks to their patriotism in the fight with the Dzungar invasion, were able to preserve the independence and freedom of the Kazakhs. The Kazakh people have a strongly developed feeling of patriotism, and this mentality has carried the people through the ages. Proof of this is the patriotic ideas of Kazakh thinkers – Ch. Valikhanov, Y. Altynsarin, A. Kunanbaev, M. Auezov and others. Abai believed that the Kazakhs should have their own national pride. His thoughts in the "21st word" of edification are full of ideas of patriotism and democracy. The wisdom of the national teacher, as a historically tested experience, should become the foundation of modern education and instruction system. The experience of national education among all ethnic groups, nations and people is very rich. As an analysis of the traditional culture of education showed, this experience is characterized by almost identical demands for qualities of forming the personality of the future teacher in the process of studying ethno-pedagogy. The acts and activity of people are restricted by certain prohibitions, which make it possible to preserve and development human society, and its mutual relation with the surrounding environment. In national education, certain groups of prohibitions are used. The following prohibitions are common for all nations and peoples: "do not kill", "do not steal" etc. The leading commandment in this system is educating a patriot to become the bearer of

the traditions and hopes of his people. Therefore, ethno-pedagogy is a component of human culture that is directed towards educating youth.

Without a knowledge of languages and the traditions of other people, a culture of inter-ethnic communication remains at a low level. Knowledge of the achievements of mankind in the sphere of science, art, technology and historical experience of other nations enriches the intellectual and spiritual world of each person. As Magzhan Zhumabaev noted, a person should love and respect his people, and furthermore he should also love and know other peoples; in this we see the role of ethno-pedagogy in the formation of the personality of the future teacher in the study process. Humanitarian principles, principles of nationhood and democracy, love for one's country and native lands, were also stressed in their views on education by the Russian pedagogue K.D. Ushinsky and the Kazakh enlightener Ibrai Altynsarin. Patriotism is a complex system of views and ideas connected with a positive attitude to the homeland, labor, the military and other traditions of national communities, directed towards the development and defense of the homeland. And thus, in the process of studying ethno-pedagogy, as one of the disciplines for forming the personality, the main values are: the personality of the person himself and his way of life; the traditions and lifestyle of other ethnic groups living in the Republic of Kazakhstan; the inseparability and integrity of the territory of the Republic of Kazakhstan, the values of the economic and spiritual life of its citizens; respect for the customs and traditions of peoples living in the republic.

Thus, the importance of using ethno-pedagogy in the study and education process of the university is unquestionable. It is a powerful means in the formation and education of students on the example of introducing them to common human values, in preparing a dialogue of culture, and in the patriotic education of the future teacher.

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THE PROFESSIONAL DEVELOPMENT OF PEDAGOGUES IN THE SYSTEM OF CONTINUOUS EDUCATION
E. V. Khachatryan

High levels of scientific and technical progress account for the increase in the rate at which knowledge becomes outdated, for the need for continuous training of teachers and for the development of such personal qualities as trainability and educational flexibility. The role of a teacher as a culturological figure is also gaining in importance, since the efficiency of the teaching process and improvements in the quality of education, as well as the future development of a society's cultural potential all depend on the culture of the pedagogue and his desire for self-education and self-perfection. Therefore special importance is attached to continuous education which ensures the all-round development of the individual as a cultural subject.

At the turn of 19th-20th centuries, views of man and his development changed. G.L. Ilyin uses this change to explain the transformation of the two principal concepts of education, based on the principles of conformance with nature and culture. He treats conforming to nature as the configuration and realization of the individual's essential strengths, and conforming to culture as his formation under the influence of and in compliance with social life [2, p. 16]. These two educational models, nature-conformant and culture-conformant, have existed throughout history, affecting one another and developing simultaneously. The new educational paradigm, A.A. Verbitsky suggests, presupposes their combination. According to this paradigm man is "viewed as a complex system, and education as a necessary prerequisite for his forming an internal worldview through his active transition into the world of objects, of social and spiritual culture" [1]. The advantage of the new paradigm consists, above all, of the fact that education becomes a creative process. This creativity is connected to the individual's constructive activity and implies certain traits on his part: an appropriate level of intellectual competence, a critical approach, the ability to appraise given information and lateral thinking. The learning individual consciously develops his own educational trajectory according to his specific educational needs and abilities. In relation to this an educational process adapted to the individual teacher's needs must be organized within the advanced training system of pedagogues.

At present the post-graduate educational system is aimed at developing the creative, critical and project-orientated thinking of teachers, increasing their professional and culturological competence and the analytical abilities necessary for resolving practical pedagogical situations. Active dissemination of both theoretical knowledge and the practical experience of teachers in the application of innovative processes is effected through the system of advanced training. An important provision for the innovative development of the advanced training system itself is the overcoming of its subject-orientated approach. We see the solution to this task as being based on the following provisions: (a) access to educational resources and selection on the part of the pedagogues of professional training curricula including invariable and variable components; (b) development of advanced training courses enabling the pedagogue to make choices best suited for his professional competence; (c) a wide choice of different possible forms of professional training; (d) tutorial and advisory support for each pedagogue during his advanced training courses; (e) dynamic renewal of the pedagogues' advanced training. This will allow each pedagogue to choose from the available advanced training curricula a course best suited for the specific level of his own professional activity, and furthermore will enable him to model his individual educational trajectory and to plan his own research activity.

Continuous education implies developing learning capability whenever this is required, and quite often involves changing the field of activity. Since a specialist's work improves in relation to the

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HOW SHOULD ONE TEACH
THE SYSTEM OF ADVANCED TRAINING?
S. Y. Ashurova

The growing demands for the level of professionalism of pedagogical staff are dictated by the need to update all the aspects of the system of advanced training of pedagogical staff. What should a teacher of the system of advanced training of pedagogical staff be like today?

Experts agree that in the present conditions, a teacher does not so much become an intermediary between pedagogical science and practice, and not so much a source of professionally significant information, as an organizer of the study and professional activity of the pedagogue, his independent work and pedagogical creativity. The most important distinguishing feature of the teacher of the system of advanced training of pedagogical staff, unlike teachers of a pedagogical university, is that his main function is organizing the study professional activity of the pedagogue. And in order to carry out this function, the teacher himself must have his own experience of professional pedagogical activity. However, training specialists of this kind who are as brought as close as possible to the pedagogue is fraught with a number of difficulties.

Firstly, few experienced pedagogues (15%) consider themselves capable of working as teachers in the system of advanced training. And almost half of these pedagogue tutors of educational institutions of professional education do not consider themselves ready to act as teachers for their colleagues.

Secondly, as experience shows, the experienced teachers who move to the system of advanced training from educational institutes of professional education, lacking special knowledge in the field of training and developing adults and according pedagogical technology, usually transfer organizational forms of study that are traditional for the lecture and seminar model to the study process.

And finally, university specialists who are more thoroughly trained in the theoretical sense who work in the system of advanced training encounter mistrust from students because of their detachment from the diverse problems of pedagogical practice. This is stated by well-known expert R. Edelfelt: "Excessive academism, ignorance of the real practice of work of the school and the teacher give rise to opposition of teachers to university professors".

To improve the quality of training teachers of the system of advanced training, in the West an appropriate standard of profile of competencies is used. These profiles are a selection or a combined variant of pedagogical tasks which the teacher realizes on the basis of a thorough analysis of implemented forms of professional pedagogical activity. One of these standards for the teacher of the system of advanced training includes the following competencies: to stimulate and support the self-development of the student; to be aware and able to take on new roles and responsibility; to propose solutions to problems that arise in pedagogical practice.

The results of another study conducted by the Board of experts of the Center of pedagogical studies and innovations, with the goal to determine which knowledge and skills should be possessed by a competent teacher of the system of advanced training, showed that the main professional task is the ability to develop and realize scientifically justified educational programs of advanced training. In order to solve this task, the following skills are necessary: theoretical justification of the study program; determining potential consumers of the education curriculum; to project and realize the curriculum; to diagnose the requirements of pupils; to form tasks of study; to develop a plan for realizing the educational program; to structure the contents and form of joint activity; to organize feedback, develop control tests; to analyze the results of study.

An analysis of the results of studies makes it possible to speak of the existence of models of professional training of teachers of the system of advanced training. In our opinion, the andragogical model is the most promising. In this model, the goal of training teachers of the system of advanced training lies in forming a complex of personal and professional and pedagogical qualities in teachers, making it possible to develop and adjust the personal and professional level of pedagogues on the basis of knowledge of psychological patterns of study and the development of adults, and a practical mastery of adequate education technologies.

**THE STRUCTURE OF PROFESSIONAL
COMPETENCIES BY THE HEAD
OF AN EDUCATIONAL ESTABLISHMENT
O. I. Storozheva**

Our supervision and the analysis of a personnel situation have revealed that a source of many problems in psychology-pedagogical practice is the contradiction between the necessity of heads of educational establishments' administrative competencies formation and insufficient representativeness of the scientifically-proved psychology-pedagogical technologies providing constructive overcoming of the professional development lacks by heads.

The aspiration to find ways of the sanction of the given contradiction has defined a problem of our research. The research problem was to reveal dominating professional administrative competencies of educational establishments of the heads and to define of the level of their development.

The structure of competencies as general abilities and readiness to mobilize own knowledge, skills, and also the generalized ways of performance of the actions got the process of education in professional work has been taken as a basis of the classification of professional administrative competencies (on the basis of the state educational standard of higher professional education). The given structure is offered by the group of scientists under the supervision of E.F.Zeera and consists of such indicators of the quality of education as: social, cognitive, methodical, organizational and special competencies.

The contents of social competencies reflects the ability for cooperation, the   conducting of discussions, perception of criticism, readiness for the coordinated actions directed to the achievement of set aims. Cognitive competencies include the ability to ordering, an estimation of the professional information, independent identification of own educational needs. Methodical competencies are based on the ability and readiness for an independent choice and application of the mastered methods, the ways of the performance of professional tasks. Organizational competencies are the ability and readiness to organize professional work on the basis of its planning and estimation independently. And, at last, special competencies include the ability to solve independently professional problems in a concrete practical situation on the basis of the received knowledge according to corresponding norms.

We consider that three of five components of the structure of professional competencies mentioned above, namely - social, cognitive and organizational competencies are developed at heads of educational establishments at a sufficient level. As their contents anyhow find the reflection in the activity of heads of educational establishments, we have defined an accent on studying and the analysis of special and methodical competencies in research.

To the methodical competencies of a head of educational establishment we define: (1) the ability and readiness to carry out administrative functions in a professional practice; (2) the skill to use and make up the normative and legal documents concerning with the professional work; (3) the skill to organize the work of executors, the possession of methods of development forecasting of social and economical and organizational processes in the objects of management; (4) the skill to develop and use the program of economic growth; (5) the skill to use objective tendencies of economic development, law of functioning of economic systems; (6) the ability to analytical and research work in management.

To the special competencies of a head of educational establishment we define: (1) the ability to develop variants of administrative decisions independently and to prove a choice of optimum, according to the criteria of efficiency; (2) the ability to find non-standard administrative decisions of typical problems in conditions of inconsistent requirements or to be able to solve non-standard problems; (3) the skill to use professional lexicon competently in the activity; (4) the possession of skills of the analysis of teaching and educational situations and pedagogical problems; (5) the ability and readiness to develop the program of innovations to make up plans of activity events of the realization of these programs to follow the given plan.

To study a level of development of special and methodical professional educational managers' competencies we used a set of professional situations which had been distributed on all components designated competencies of a manager. In particular, 33 concrete situations from their professional work with three variants of answers have been offered to heads of educational establishments and their assistants, which in their part have been offered on the basis of possible levels of development (reproductive, normative and creative) of special and methodical competencies of heads of educational establishments.

A reproductive level is characterized by the fragmentariness of the administrative knowledge, unstable reproduction of administrative skills and weak display of the ability and readiness to mobilize this knowledge and skills in the professional work. As a result the head of the given level projects the experience of pedagogical work in a new professional -administrative activity.

The normative level is characterized by greater purposefulness of activity. The heads are convinced of the necessity of knowledge development in the realization of administrative activity, they realize the necessity of the analysis of own activity and have rather generated system of professional (administrative) knowledge and skills, but prefer to solve problems within the limits of a new trade on algorithm.

The creative level is a strongly expressed professional-administrative orientation of the person, creative activity, and independence. They are capable and ready to mobilize own knowledge, skills in administrative activity, and also to generalize the ways of performance of the actions, got during the training.

Carried out researches among the heads of educational establishments of two cities of Sverdlovsk area (Serov and Asbest) have revealed, that while drawing up a technology of development it is necessary to pay attention to master 5 of 6 components of the methodical competence of heads of educational establishments: (1) the ability and readiness to carry out administrative functions in a professional practice; (2) the skill to organize the work of executors; (3) the possession of forecasting methods of the development of social and economical and organizational processes in management objects and an estimation of their condition by potential opportunities of economical, social and organizational development; (4) the skill to develop and use the program of economic growth; the skill to use objective tendencies of economic development, law of functioning of economic systems; (5) the ability for analytical, research work in management.

The analysis of the special competence of heads of educational establishments has revealed, that while drawing up a developing technology it is necessary to pay attention to perfection of three components of the special competence of heads of educational establishments: (1) the abilities to find non-standard administrative decisions of typical problems in conditions of inconsistent requirements or to be able to solve non-standard problems; (2) the skill to use professional administrative lexicon competently in the activity; (3) the possession of elementary skills of the analysis of teaching and educational situations, definitions and decisions of pedagogical problems.

So, the methodical competence of heads of educational establishments (according to the example of two cities Asbest and Serov) demands significant development, in connection with that 5 of 6 its components of managers of an education system are not developed enough. It is necessary to use some technologies for development of the special competence because 3 from 5 of its components under the analysis in cities Asbest and Serov demand qualitative change.

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In connection with that we define methodical competence as the ability and readiness for an independent choice and application of the mastered methods, and special competencies include the ability to solve professional problems in a concrete practical situation independently competencies it is necessary to include technics and techniques which, first of all, promote increasing in knowledge in the sphere of management, and in the second – form the skill of independent application of these competencies into a complex technology of professional competencies of a head of educational establishments.

THE PROBLEM OF TRANSLATING FIXED PHRASES IN THE SYSTEM OF CONTINUOUS EDUCATION
F.S. Azizova

Continuous education occupies an important place among the progressive ideas of culture of the 20th century. Its central idea is the development of the person as a personality, the subject of activity and communication throughout the person's life. This idea, which has been acknowledged by society, becomes a system-forming factor of continuous education. The problem of studying the translation of fixed phrases should be given its place in this process.

The translation of phraseological units, especially figurative phrases, poses considerable difficulties. This is because many of these phrases are vivid and emotionally rich, belonging to a certain speaking style, and which frequently have a clearly expressed national character. In translation fixed combinations of words, one should also take into account the features of the context in which they are used. For many English phraseological units, ambiguity and stylistic diversity are characteristic, which makes translating them difficult. In order to do this, students must have an idea of phrases and sayings in their native language (in this case Uzbek) and in the language studied (in this case English). Before they come to university, young people may perhaps have some ideas about fixed phrases in foreign languages, but it is more likely that they have not paid attention to their national and cultural specifics. But a future translator must take into account the national and cultural specifics of the two peoples. For example, the English phrase *as strong as a horse* is translated into Uzbek as *fildai bakuvvat* (as strong as an elephant). This means that the English see a horse as the image of a strong person, while the Uzbeks see an elephant. For example, the English phrase *as red as a cherry* is translated into Uzbek as *olmadai kizil* (as red as an apple). If the translator does not know the national and cultural specifics of the two peoples, then he will be unable to translate the phrase correctly.

From the translator's point of view, phraseological units are divided into two groups: phraseological units which have an equivalent in the language of translation, and phraseological units without an equivalent.

Equivalents can be full and partial. Full equivalents are equivalents that coincide with English phrases by their meaning, lexical composition, imagery, stylistic direction and grammatical structure. For example: *A dog's life – it yashash*. The number of such correspondences is small; this group

includes phrases of an international nature. A partial equivalent does not mean any incompleteness in conveying meaning, but only contains lexical, grammatical or lexical and grammatical divergences, while having the same meaning of a certain stylistic direction. For example, *tread on a worm and it will turn* is translated into Uzbek as *kurbakani kham bossang, u kham vakkillaidi* (step on a frog and it will croak).

Therefore, a partial equivalent is equal to a full equivalent, if the translation is adequate. However, it should be noted that despite the existence of a full or partial equivalent, fixed phrases sometimes have to be translation literally, for example when the image contained in the phrase is not irrelevant to an understanding of the text, and replacing it with another one will hinder an understanding of the text, or deprive it of vividness or expressiveness. Many English phrases do not have equivalent in Uzbek. This primarily applies to phrases involving realities that do not exist here. In translating such phrases, calques and descriptive translations are used. For example, *when pigs fly* is translated in Uzbek as *tuyaning dumi erga tekkanda* (when a camel's tail can touch the ground, or when a camel's tail becomes very long). Calques make it possible to convey the vivid image of the English phrase to the pupil, which is impossible when using a free, non-descriptive phrase which is an Uzbek explanation of the meaning of the English phrase. Besides calques, descriptive translations are used, i.e. a translation of the phrase using a free combination of words. This is particularly convenient in conveying phrases of a terminological nature which cannot be translated literally. A descriptive translation lacks the vividness of the original, although it faithfully conveys its meaning.

Based on the above, problems of teaching translation of phrases in the system of continuous education pose considerable difficulty, as there are no ready answers about how to translate them. Therefore, one must pay attention to developing methods and techniques for translating them. In our opinion, teaching translation of phrases in the system of continuous education should start in senior school classes and continue at language universities. As education is continuous and all-encompassing in its completeness, and is individually focused, it gives all pupils the right and the ability to realize their own program throughout the course of their lives.

CONTINUING EDUCATION OF TEACHERs
ENVIRONMENT, SOURCES AND CONDITIONS
S. Y. Trofimov

A basis for methodology and understanding of pedagogical activity is formed in the course of basic professional training of teachers in a higher education institution. The courses or course units devoted to these issues are included in the training programs. These courses are organized with the use of modern technology and facilitate the development of methodological competence of future teachers. However, this competence is not only developed by learning pedagogical and methodological disciplines, but also "absorbed" in the course of the entire training. It is known that examples can often be very powerful and convincing. In the course of studying in a higher education institution, future teachers learn the examples of educational process arrangement, attitudes to their respective duties, styles of communication between the actors of education, methodologies of conducting classes, etc. Subsequently they will implement them in their professional activity, whether adopting the learned models in their practical work or not. Therefore, any process or event in a teachers' training institution performs a specific teaching function.

A peculiarity of pedagogical education is that a student continuously observes a model of his future profession and is involved in actual professional pedagogical activity in the course of his studies. These peculiarities influence the quality of education. It is possible that the characteristics of the educational environment and atmosphere in a higher education institution play a determinative role for the methodological training of future teachers. Moreover, it is quite possible that methodological competence, which is a key vector of pedagogical activity, represents a key professional competence of a teacher. Therefore, the characteristics of the educational environment represent the order parameters for the system of teachers' training, defining the scope, orientation and level of other parameters that define the condition and quality of higher pedagogical education.

The characteristics of the environment that define students' and teachers' satisfaction with the educational process are widely investigated. However, the specifics and peculiarities of the educational environment in a higher education institution and relationships between the actors of the educational process have a considerable impact on the quality of education. As said above, one of the key factors influencing the quality of pedagogical education is the characteristics of the environment in which a student is immersed. A decisive role in the development of its features is

played by the subjective ideas of teachers about the outcomes of their activities, the consistency of these ideas and their uniformity or diversity among different teachers; the subjective ideas of the students about the outcome of their activities, the consistency of these ideas and their uniformity or diversity among different students; and the relationship between the teachers' and students' ideas. The ideas about the outcomes of their activities among different teachers and/or students should not and may not be completely similar. An outcome can only be achieved when the

result can only be expected when both sides of the issue are considered concurrently.

Thus, a new group of objectives of higher pedagogical education is associated with developing in students a need for continuing pedagogical education and skills required to satisfy this need. The said objectives seem to represent the integrated common objectives of higher pedagogical education. They will certainly be achieved by different means and have specific features for each individual cycle of disciplines.

Training specialists who have an inherent need for continuing education has been a necessary condition for the efficient professional activity of a teacher throughout decades. The more so that modern education "acquires the features of life activity, that is, a process of achievement of personhood throughout one's socially active life, while social life acquires the features of continuing educational process" [1, p. 66]. The implementation of the said objectives represents both the implementation and promotion of the competence-based approach.

Why is it now that these changes take place? What is the reason for them? Why does the training system in a higher pedagogical education institution require a profound restructuring? These changes are caused by the changing conditions of life and professional activity of a teacher, who works in uncertainty these days.

For teachers training, which represents a sophisticated, nonlinear and nonequilibrium system, a change in the external environment above the critical point is bound to lead to the emergence of a new structure: the emergence of new elements of the system and relations between them, the establishment of new relations between the existing elements of the system and changes in the functions of these elements. Continuity of pedagogical education and the competence-based approach are the new structures. They represent a respond of the system to the changing conditions of its development and uncertainty and help to promote the sustainable development of the system of pedagogical education.

The approach described above is not in conflict with the basic ideas of the pedagogical education standards. To the contrary, the well-planned and well-thought implementation of this approach seems to us to be a condition for the successful implementation of a new generation of pedagogical education standards.

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A LESSON AS A CO-CREATIVE WORK
OF TEACHER AND PUPIL
B. T. Kabatay

A literary reading lesson in modern primary school should be a lesson of civil consciousness and high morality. Pedagogical tact of a teacher of literary reading involves aesthetical sensitivity. The main aim of literary reading lessons is education and it is achieved by means of the art of speech. Literary reading in school is an aesthetical subject. Pedagogical tact depends, in many respects, on the extent to which a teacher bases his teaching on the emotional and imaginative nature of a piece of literature.

Pupils regard the influence of a teacher of literature on them as "soul enlightenment". The best teachers create an integral system of moral upbringing and aesthetical development of pupils by means of the art of declamation where every lesson of literary reading becomes an integral part of this system. The teacher's talent and pedagogical proficiency manifest themselves in the ability to choose a proper place and time during a lesson to unobtrusively share his thoughts and feelings, to "highlight" a complicated problem by an interesting passage, to lead the pupils to a wish to work through the raised question, to read and reread the text. When describing the aesthetical nature of an object, M.M. Bakhtin noted that "poetics is very close to linguistics, being afraid of making one step back from it" (4, p. 12). The basis of the entire course of literary reading is the initial relationship "author – literary text – reader", which is in line with the concept of M.M. Bakhtin about the essence of relations between reader and writer. Developing this relationship is a continuous process of practical literary activity of pupils who alternatingly take the positions of author and reader.

When children work in the position of author, the teacher should ensure that certain simple but mandatory conditions are in place in class. First, it is not recommended to evaluate spelling in children's creative written works. Second, the positive evaluation of works content at this stage (in the first grade all works were only evaluated positively) should represent a "pass/no pass" grade rather than a usual mark, which will help to avoid ranging children by the success of their creative work. Practical assimilation of the law of literary form as a means of expressing author's thoughts and feelings becomes especially important in primary school. Minor genres of folklore, such as counting rhymes, tongue twisters, riddles and proverbs can be used as a sample material. We were attracted by minor genres

of children's folklore, because their small wordage allows to examine the structure of a piece as a whole.

A teacher is an intermediary between an author and a child. In order to make children like a piece, the teacher should like it himself. Only feelings can generate other feelings. A.T. Tvardovsky recalled that his teacher once felt free to cry while reading a story in front of the class. The piece seared into the poet's soul and the teacher's reading stuck in his memory for his entire life. When preparing for lessons, a teacher should primarily think of the idea which is to be communicated in the course of reading a piece so that the pupils sense and perceive it as an idea expressed by both the author and teacher himself.

ON THE INFORMATIZATION
OF PEDAGOGICAL EDUCATION
V. E. Fradkin

Virtually all the studies on the phenomenon of informatization of education, especially general (secondary) education, also mention informatization of pedagogical education. At the same time the goals and content of the informatization of pedagogical education are usually only special in one way, in that some of the program products and methods for working with them will later be used by teachers in their work with school (university) students. It should also be noted that in pedagogical literature, the main content of informational technologies is confined to the use of a computer and corresponding software. This means that the informatization of the pedagogical education only differs from informatization of any other branch of professional education in its set of programmed means.

In our opinion, this notion is incorrect. The goals and content of the informatization of pedagogical education are much deeper and wider than the ones mentioned above. The increasing number of informational flows and their accessibility, combined with their unstructured character, have resulted in the fact that the teacher has stopped being the only source of information for students who have found it necessary to cut off information that from their point of view is not important or necessary. Adults who have a considerably high level of competency can cut off informational flows with the help of their knowledge, experience, understanding of the situation, logic. Students – at school, or at university – mostly do this on other grounds that are based first of all on the emotional part of receiving of the information: attractive or not, entertaining or not, requiring additional intellectual and physical effort or not, etc. Clearly, in this case what suffers most is the educational information that we, the teachers, consider important for the further personality growth of the students.

This situation, in our opinion, has led to the need for modernization (or if you like reformation) of the contemporary system of education, which requires the use of other forms and methods of instruction , and a change of content. The main content of the training becomes training in methods of working with information. And in working with information the computer is only a powerful complex tool, and nothing more. What is important is that the role of teacher changes considerably: from predominantly informative it must change to predominantly organizational and consultative. Students are immersed in a certain informational environment in which they must

learn to find their way, and use its elements for various purposes. The environment itself does not teach them anything. Therefore, the teacher's aim is to help students turn this informational environment into an educational-informational environment, and learn to use its resources consciously. And this, in our opinion, accounts for the peculiarities of the informatization of the pedagogical education: firstly, future teachers must themselves know how to work in the educational-informational environment; secondly, they must know how to construct and shape that environment in accordance with the individual goals and personal characteristics of the students; thirdly, they must be able to create conditions which help students master various types of activity in this environment.

The above-mentioned requirements show that the informatization of pedagogical education must be viewed as the construction of an educational-informational environment, which as a model of an educational-informational environment of an educational institution, would allow future teachers to acquire in the course of their studies some experience of working in it (experience of their own learning and professional activity). If the future teachers lack work experience, they will not be able to use the resources of the informational technologies in their professional activity limiting them to the use of computer as a technical means of learning. At the same time, this sort of environment is complex because it can only be open. Educational-informational environments of all institutions should be interconnected and form part of the informational environment of the society as a whole. Teachers who work in the system of pedagogical education must naturally be involved in the educational-informational environment and be competent users and organizers.

All these arguments are obvious at first glance. However, they allow us to come to the conclusion that for the informatization of pedagogical education to come about, it is necessary to change the content, the forms and the methods of pedagogical education itself significantly, which in our opinion is not yet happening.

USING INFORMATION TECHNOLOGY
TO DEVELOP COGNITIVE ACTIVITY
OF STUDENTS AT THE LESSONS OF PHYSICS
A. A. Igembaeva

We have carried out an experimental study in order to assess the real state of the problem associated with using information technology (hereinafter "IT") to invoke cognitive interest of students in the course of learning. The objective of the experimental study was to determine the effectiveness of invoking cognitive interest by using educational capabilities of information technology in the course of learning physics, as well as to improve the quality of knowledge absorption by the students with the use of IT. The experiment was carried out among the students of grade 8 (126 persons) in 2007-2009. The educational work in the control groups was carried out in accordance with the available standard program. The training material for the experimental groups was systematized to take into account different IT techniques and aids.

For example, when teaching the "Aggregative States of Matter" chapter of the "Thermal Phenomena" section, we applied an interactive model, which demonstrated the microstructure of gas, liquid and solid state of matter on the example of water molecules. In the course of a lesson, we used a computer-based model to explain to the students that water molecules in solid state (ice) can only have rotational and vibrational motions, while translational motions over a measurable distance are impossible. Here, the students' attention should be drawn to a distinct crystal structure of ice (where each water molecule is connected with four neighbors). Due to the voids in the structure of ice its density is lower than that of liquid water. When describing the structure of liquid, a teacher should use an interactive model of liquid molecules motion and explain that water in the liquid state exists as a whole (retains volume) and the distances between molecules correspond to the size of the molecules by an order of magnitude. However, molecules can move to large (compared to their size) distances from their initial positions; therefore neither mutual orientation of molecules, nor the form of liquid as a whole are retained. Finally, gas molecules are separated from each other to the greatest extent possible and the length of free passage of a molecule is much larger than its size. At this point, it is necessary to demonstrate molecular motion in gases. After providing a summary of the lesson, the students were given

homework to make a presentation of one of the states of matter that they liked most.

When teaching the "Electrification of Bodies. Two Types of Charges" chapter of the "Electrical Phenomena" section, we conducted a distance lesson with the use of the information resources provided at the "Open College" educational portal (http://www.college.ru). The lesson material includes slides and animations. Besides, there is an opportunity to conduct physical experiments that do not require special preparation (for example, an experiment with a glass rod and silk). The lesson material includes the slides illustrating experiments on electrification of bodies, as well as tasks and questions for self-control. This enables the students to do self-correction in the course of the learning session. At the end of the lesson, the students are offered to have fun watching an animation demonstrating an experiment on splitting electric charge into portions. The lesson is presented in an entertaining form; therefore the new material evoked positive emotions in the students and they performed all the tasks with great interest. After the lesson the students asked us whether similar classes would take place in the future, whether it was possible to develop such lessons on an individual basis, etc.

When conducting lessons of physics with the use of the interactive models and slides and during the distance lesson, we interviewed the students and carried out a questionnaire survey in order to determine the level of cognitive activity. The analysis of the questionnaires has shown a tendency towards the increased cognitive activity of the students at the lessons of physics. The students' answers reflect their interest in learning. A large group of children began to favor self-guided completion of tasks. More than half of the respondents noted that they began to like practical exercises and completion of tasks in class.

The experiment has shown that the use of interactive models of physical phenomena, computer-based laboratory works and distance lessons contribute to a significant increase in the students' cognitive activity and interest in learning both theoretical and practical material of the physics course. As a result of the work performed, the students began to display an increased interest in physics, improved cognitive activity in class, raised aspirations for self-education and self-development and a creative approach to completing tasks.

PSYCHOLOGICAL ASPECTS
OF CONTINUING EDUCATION
N. V. Grokholskaya

The modern (social, political and economic) conditions of life in society require that an individual and citizen should be capable of adapting to changes in these conditions and adjust his social behavior in all spheres of life accordingly. An important period in the development of the qualities that are required for successful adaptation is the period of studying in school and higher education institution. The Concept of the Long-term Socio-economic Development of Russia for the Period Until 2020 defines the tasks which concern not only the development of the economy and social sphere, but also man, and expressly talks about an increasing role of human capital as a key driver of economic development.

A personal system of values has a considerable influence on the development of professional motivation of a young person. Along with other motivation factors, they constitute a set of psychological phenomena which define the development of professional motivation in learning activity of a student. Unfortunately, they are not sufficiently taken into account in the higher education system. Modernization of the modern higher education is directly associated with the development of a student's personality. One of the leading modern tendencies in the development of education is humanization of education, which is based on the implementation of a personality and activity-oriented approach. A specific feature of this approach is that the teaching process is regarded as a specific form of subject-subject interaction between teacher and students.

A peculiarity of teacher's professional activity is that he acts as a facilitator of the educational process, creating a special creative atmosphere in the educational space where its participants are involved in a subject-subject interaction. This interaction requires that a teacher has a significant amount of professional competencies, including psychological literacy.

Solving the problem of professional motivation development is important both in terms of theory and practice. It becomes even more relevant when it comes to psychological adaptation of students to the new socio-economic conditions and education systems, as well as to studying personal processes associated with the problem of professional motivation development.

Professional motivation of a personality as an actor and the factors that influence dynamics and structure of professional motivation are relatively new areas of research for modern Russian science. Over the last decade, this issue has been studied by acmeology of professional activity in a more systemic way. Professional motivation is defined by a complex relationship between different motives which belong to the sphere of needs and motivation. It is regarded as a driver of personal professionalism where a high level of personal development contributes to the efficient development of professional accomplishment and personal culture.

Until recently, professional motivation was regarded as an individual question within the system of measures for professional education of teenagers and young people. The results of psychological research show that professional motivation has insignificant influence on professional development of a personality in this age period or, at best, is compensatory to one's intellectual abilities, which is objectively undeniable. The acmeological factors, psychological mechanisms of professional motivation of students in a higher education institution, psychological and acmeological reserves and capabilities of young people at the initial stages of their professional activity are, in our opinion, poorly investigated. In particular, the abilities of young people for self-analysis, self-development and self-actualization are not sufficiently taken into account. Psychological and pedagogical possibilities for the development of professional motives in a higher education institution are underestimated. What is of research interest in this connection is the structure and scope of professional motivation; the core, significant and rejected values; personality tendency; as well as personal aptitudes and interests that define future professional activity of a person.

The most important condition for increasing professional motivation of a student is to organize his personal activity in the field, towards which he is to be oriented. Fulfillment of this condition involves arranging an activity, in which the students are assigned the tasks that reflect the specific features and creative elements of their future professional activity. The development of personal activity, in our opinion, also involves psychological and vocational counseling of the students with the aim to diagnose their abilities and professional aptitudes, identify individual character traits and perform correctional and educational psychological activities. The elements of psychological and vocational counseling of students included in the curriculum of lectures and practical classes on the specialist courses of study in psychology can also add value to the disciplines studied by

students. All these should help to solve the problem at the psychological and acmeological levels.

The development of professional motivation for the educational activity of the students of higher education institutions, which manifests itself in the enhancement of professional orientation and interest and the development of professional abilities, skills and self-consciousness, has a number of psychological and acmeological features. These are: (a) the peculiarities of the structure of the sphere of needs and motivation of a student's personality (systems of values, motivational tendency of the development processes, personal and professional qualities and attitudes); (b) the acmeological (social and psychological) factors of professional motivation development; (c) the psychological peculiarities of the structure of professional self-consciousness of a student's personality conditioned, mainly, by the internal reasons that determine the self-guided work performed by them as actors of education (high level of self-regulation, self-control of behavior, being responsible and well organized); (d) the students' awareness of their personal qualities that are important for their profession and will contribute to the success of their future professional activity; (e) the use of forms, methods and techniques of professional training that are adequate to acmeological knowledge and promote students' self-guided work, self-development and self-actualization.

**A CLASSROOM AND IMPLEMENTATION
OF THE DIDACTIC PRINCIPLE OF VISUALIZATION
G. Kh. Mavlyanova**

In didactics, visualization has a broader sense than simply an immediate visual perception, since it also involves the perception through motor and tactual sensations. The more diverse the elements of perception of the educational material are, the better it is learned.

However, interest in the educational material that appears quickly and is not supported by a proper work aiming to make it more profound, may be quickly lost. Therefore it is important to use the visual training aids consistently rather than occasionally, which, along with achieving the main goals, will help to improve interest in learning. The principle of visualization is a fundamental principle for the creation and application of the visual training aids and classroom equipment.

An inevitable question arises here: What are the ways and training aids that can ensure the most successful implementation of the principle of visualization in practice? In our opinion, one of the key methods is visual (graphical, illustrative and screen visualization).

Illustrative visualization, in its turn, may be objective, situational, plot-based, etc. With the development of information technology, the use of multimedia has become the main method of implementing the principle of visualization. This has caused a necessity to apply computer technology on a larger scale and for a wider range of didactic purposes. In this connection, it became necessary to develop some requirements to visualization that are directly associated not only with psychological characteristics of cognitive activity of students and didactic features of the computer technology applied, but also with the ergonomic issues that reflect the specifics of perception of and work with the educational information.

The modern training aids help to visualize invisible objects and phenomena, particles, sound and abstract theoretical concepts, that is, to create some didactic image. The main criteria of the quality of a didactic image are the consistency between the content and form of information, scientific credibility and apprehensibility. The criteria of the effectiveness of didactic images include an ability to use them and switch to a higher stage of training. The characteristics of visualization include apprehensibility, credibility of created images and visualization of concepts (as an

opportunity to exhibit, demonstrate and present an object or phenomena, their individual parts and characteristics).

Dynamic visualization is provided not only by movement of an object on the screen, but also by montage, which provides an opportunity to define the essence, the most important aspects of an object or phenomenon. Montage with its infinite possibilities helps to achieve this goal. Montage helps not only to demonstrate a causal coherence of the event, but also to convey a certain idea or thought, revealing it in dynamics. In the educational environment, montage is a tool and aid for developing the thinking process of an educatee. The emotional aspects and the beauty (in the deepest sense of the word) of training material provide the profoundness of knowledge absorption and make the learning process exceptionally dynamic.

Every observation is a starting point for analysis, abstraction and selection of the facts necessary to discover their essence. However, the ability to observe is developed in the course of learning. The training aids provide an opportunity to develop in educatees the important qualities of observer. They contain a motive or attitude which defines the goal of observation. Then, by identifying the main thing, they ensure that the observation is carried out on a selective basis. Finally, they help to interpret the result of the observation.

From the methodological perspective, classes with the use of training equipment help to change the organizational forms of work at all stages of a class, which contributes to changing the nature of teacher's work. In particular, a teacher acts not only as such but also as an author and compiler of the training aids. Provision of classrooms with the modern training equipment helps to create many new and diverse forms of pedagogical work. However, it is necessary to take into account one thing which may considerably hamper the use of equipment in class. The fact is that multimedia, video and television use their own "vocabulary" and it is a must to understand it in order to ensure a profound and accurate understanding of the content of the didactic image. That is why it is necessary to familiarize the students with the relevant concepts, such as panorama, close-up, time reversal, double exposure, etc. Without understanding the language of display and sound devices, the educatees will not be able to link the emotional aspects to logical ones or a sensual image to scientific abstraction, nor will they learn to think in multimedia images.

In order to generalize the didactic and psychological aspects that influence the classroom equipment and arrangement, we should note that at every stage of its development pedagogy set new requirements to the educational and material resources. While initial universal education in the 1920s required a blackboard and a package of printed material, the implementation of the modern principles of educational and personality-centered training requires that the modern didactic aids are used. Without them, training of a specialist who is to work in the environment of the constantly changing information society is inconceivable. Hence, the educational and material resources used in a classroom should be arranged taking into account the modern requirements and principles of pedagogy.

**STUDYING EXPRESSIVE EMOTIONAL
SENTENCES IN KAZAKH
ON THE BASIS OF GROUP WORK
Zh. S. Kopbaeva**

In modern pedagogical literature, the concept "collective work" in the majority of cases is placed in the same category as the concept "head-to-head work". Collective works frequently involve an active cognitive approach by students to new study materials, and on the basis of this, close relations between students, works of general progress, possibilities to exchange intellectual values, comparison and other works that have the feature of a unity of different types of actions. The meaning of collective cognitive activity consists in enriching the study process in such a way as cooperation under the guidance of the teacher. Collective works as unified activity of students in the process of cognitive dialogue organized by the teacher to ensure that each student has the opportunity to form such subjective positions as accumulation of experience, joint work, acquisition of communication skills, overcoming difficulties in mastering social practice, and realizing requirements of self-knowledge.

Group study during the lesson showed major possibilities of collective cognitive activity that help to develop the personal qualities of students. In the process of group activity, the student has an increased amount of mastered materials, and the possibility for their profound understanding is created. Thus, it is determined that the highest level of realization of the possibilities of organizing collective study activity is mutual study, as it allows the students during the study process to show activity and curiosity. Furthermore, the combined efforts of students require less study time to form concepts, qualification and skills than in individual, head-to-head study. At present it has been proved that there is an internal link between cooperative relations and the contents of intellectual structure of thinking. As a result of organization of interaction of students the difficulties encountered in the process of traditional study become increasingly fewer. This is shown in the reduction of the group of students who do not work at lessons, and do not do homework, and on the contrary, in the increase of their cognitive activity and creative curiosity. Collective work to a certain degree makes it possible to solve relevant didactic problems, such as: mastering study materials, operative receiving feedback from the students on "weak spots" in the study process, reducing the insufficiency of relations etc.

Organization of group works also increases the effectiveness of study from the viewpoint of education. It has a positive effect on forming interpersonal relations, helps to create favorable conditions in the classroom and form collective psychology. During collective works, the students gain a feeling of comradeship, friendship and solidarity. Conducting lessons in a collective manner makes it possible to accumulate experience on positive interpersonal relations, forming them in a unity of social direction and creative individualization.

We will now move to the problem of studying emotionally expressive sentences touched on in the present article, on the basis of group work. The concepts "emotionality" and "expressiveness" apply to language layers that are examined in linguistics. If among these the element of expression in a language is seen as expressiveness, an artistic side and sharpness of words, in others it is explained as the peculiarity of the word, and capability of subjective assessment. Through the involvement of these emotionally expressive words, emotionally expressive sentences are built. But it is not necessary to have identical emotionally expressive meaning in all speech elements. Nevertheless, these emotionally expressive words are usually emotionally expressive sentences. The man function of the sentence is to express thoughts. Human thought is always conveyed by a sentence. In the present work, sentences linked with emotion were selected. By the goal of expression, they are often exclamatory or interrogative (depending on the given emotional state). In selecting interrogative and exclamatory sentences, which express an expressive emotional meaning, it has been established that they express the most varied moods. So we have grouped them as associations of interrogative and impelling sentences. Accordingly, students were divided into groups, and they were given texts in Kazakh containing emotionally expressive sentences. One of the texts expressed regret, a second joy and a third fear. The students were given a selection of emotionally expressive sentences in the text from a psycholinguistic viewpoint. The results of the experiment will be presented during the presentation of the current paper.

SPIRITUALLY-MORAL BASES OF EDUCATION AND TRAINING OF PUPILS

EDUCATION IN THE SPACE
OF RUSSIAN CIVILIZATION
A. L. Kazin

The modern world should be referred to not only as polycultural, but also as polycivilized. Civilization represents a uniformity of spiritual and material sides of human activities, while culture is mainly a secular form of spiritual life embodied in images and signs. The way of each civilization in history is unique, and destruction of any of them (military, political, economic, informational) would represent an unrecoverable loss.

Our country belongs to Eastern Christian Civilization, representing its special form known as *Russian Orthodoxy*. Russia adopted Christianity in the form of Orthodoxy which is not burdened with the features of Roman rational juridical consciousness. The Christian religious, moral and aesthetical energy in Russia in the form of *conciliarism and truth* has created a stable civilized *core* (faith and language), which became a center of concentration of outer shells of civilization (culture, nationhood and economy). As opposed to Europe, Russia did not create a humanistic "buffer" zone where a person would feel himself independent from God and the state, which is understood as a reflection of the truth on earth. It can be stated that Russian Orthodox civilization perceives transcendent as immanent, immanent as transcendent, verity as truth, divine as human and human as divine (sophian).

Spiritual, cultural and historical being of Russia is realized through a free choice of values rather than necessity and law. In terms of religious philosophy, representing a spiritual reality, Russia is placed between the world of creatures and uncreated plentitude (a saint and a robber are the key characters of our history and modernity). The attitudes to God, tsar and Motherland have been, in essence, the bearing structures of Russian Orthodox civilization throughout its existence, including the Communist and contemporary periods. Russian "communism" and "capitalism" represent, through their multi-faceted correlation, the diverse guises of a national "symphonic personality" (Olga – Oblomov – Shtoltz). Destruction of the root basics of Russian civilization (faith, the cult of joy and suffering, and the Nonpossessors Movement) will lead to break of its religious, moral and aesthetic structure and disintegration of the entire public and cultural order,

which is big with the unforeseen geopolitical consequences for the global community.

The strategy of education and upbringing in Russia is to develop *God's image* in a human being, which, in fact, differs him from animals. Education in general and religious education in particular represent a school of life, where theory is inseparable from practice, faith from knowledge and victory from death and nonexistence. From birth to death man in Russia passes through a severe school of "being by truth", whether he wants that or not. All specific programs in pedagogy and andragogy in the space of Russian civilization should take into account the fact that life of this country will inexorably break any one-sided rationalistic schemes of "man making", be it the bourgeois positive or occult hedonistic or formally collectivistic schemes. As early as in the 1930s, a remarkable Orthodox philosopher and teacher, Father Vasily Zenkovsky showed that neither pedagogical naturalism (the idea of "natural man"), nor pedagogical pragmatism (the Americanized ideal of the "owner of being"), nor other educational strategies oriented towards a private human type would be "operational" for the process of upbringing and education in Russia. (See: V.V. Zenkovsky. Problemy Vospitaniya V Svete Khristianskoi Antropologii. – Moscow, 1996). The only practicable way of education and upbringing (I do not make a distinction between these concepts) of a person in Russia is to ensure that his willingness "to live the way God tells him, not the way he wants to" is developed in an integral and permanent way. It aims to make him know that life in Russia has always thrown and will throw him a curve, that it is based on a lofty joy of suffering, a joy of being God's son and a responsibility for His image in the world. In the current conditions of crisis of the world's and Russian civilization, this image undergoes the severest tests. The task to educate both a child and an adult in these conditions is to explain a person the essence and causes of the occurring events and, if possible, charge him with energy so that he is able to overcome their destructive aspects. This is the philosophical and culturological basis for the development of a person in the space of Russian Orthodox civilization, while the specific methods of its implementation should be dealt with by the relevant social institutes.

An indefeasible – or divine in the ordinary sense of the word – right of man is the right to choose between good and evil from the metaphysical, moral, aesthetic and social perspectives. Among many myths that Euro–Atlantic culture is based on (liberal and humanistic, erotic, rationalistic, feministic, etc.), a legend of a child's behavior being a standard of human

life behavior holds a special place these days. In essence, it is child who represents a socio-cultural ideal for a European grown-up, the more so when it comes to the US. Child is regarded as an irresponsible creature who lacks the will to life, mainly aspires to consume entertainments ("panhuman values") and to thank his mother, father or democratic power for them. In fact, this is the ideal type of man in postmodern society (as one Russian writer put it, a "sanatorium" civilization). The basis for the myth about a child-man was laid at the early stage of the bourgeois (hedonistic and sensualistic) era, in the Renaissance, when a pagan "goddess of reason" suggested J.J. Rousseau a tale about "a child of nature" who was depraved by large cities. At the same time, from his very conception, a human infant as such ("…was shapen in iniquity; and in sin did my mother conceive me" [Psalm 51:5]) is ontologically implicated in the original sin. That is why sick and ugly children are born. Moreover, children who are quite healthy physically often bear the clear impress of a metaphysical fall. It is enough to recollect the hideously plump infants on some paintings of Baroque painters or, for instance, a pathetically fleshy (to put it in crude terms, overfed) child in arms of a woman in A. Tarkovsky's Mirror: a lethal sting of unenlightened flesh is emphasized in this piece by rooster's blood, whose head the child's mother asks to cut off. Another eloquent example comes from V. Nabokov's Luzhin Defense. The main character of the novel, who was, like the author, fond of entomology, recalls of his childhood as follows: "Having cried his fill, he [young Luzhin] played for a while with a beetle nervously moving its feelers, and then had quite a time crushing it beneath a stone as he tried to repeat the initial, juicy scrunch".

When I say all this about a child my intention is not to disparage him, but to understand the problem better. A child is not a demon, nor he is a "natural human being" as people often want to see him. Speaking metaphorically, a child is both a child of love and child of iniquity: he antinomically combines the sonship of God and the created Evil. Children enjoy beating and torturing their like, mock at others' weaknesses or simply play dirty tricks (that is, create evil for the sake of evil). But at the same time a child has something from an angel. This was observed by Heraclites who said that eternity is a child playing checkers. In his turn, F. Dostoevsky regarded children as guests from heaven, who "significantly differ from adult people; they seem to be different creatures of different nature" (remember the final episode of The Karamazov Brothers where children attending the funeral of a boy represent an image of the Children's Assembly of God's sons).

It was only due to Christianity that the spiritual secret of man (both a child and adult) was revealed to people. According to the Orthodox doctrine, a child is certainly subject to original sin, but after all, this sin is neither chosen nor confirmed nor enhanced by him personally. This is probably the way we should understand the Savior's words that the Kingdom of God belongs to children: "whoever doesn't receive the kingdom of God as a little child will never get into it at all" (Luke 18:17). A child innocently and irresponsibly does impersonal good and impersonal evil. The task of Christian education is to teach him to gradually understand the difference between good and evil. A child has to learn to *distinguish the spirits*. This is the key aim of moral and aesthetical upbringing in Russian culture. The great interpreter of the human heart F.M. Dostoevsky brought his little characters through all the circles of suffering and joy. Remember his Christmas story A Little Boy at Christ's Christmas Tree. A little person should not be frightened with fears or sanctified ("pedocracy", etc.). He should be carefully familiarized with the invisible spiritual powers that exist inside and around him, that is, helped to become a personality. A personality is a creature who can discern the cosmic top from bottom, right from left and good from evil. These are, in my opinion, the sources of the Orthodoxy-based moral and aesthetical educational strategy. And anyone who actively endeavors to entice "these little ones" from the path of virtue, that is, to turn the traditional values vertical of Russian culture ("a heavenly pleasure – bounty"), it would be better for him "if a large millstone were hung around his neck and he were drowned at the bottom of the sea" (Matthew 18:6).

PERSONAL VALUE ORIENTATION
AS A BASIS OF THE PEDAGOGICAL PROCESS
Alexiy Moroz

Modern society can be easily described as a hedonistic society. The values of mainstream culture that are assiduously sought to be inculcated in our people have nothing to do with true spirituality. Moreover, they are fundamentally in conflict with the cultural and historical tradition of Orthodoxy, which has been the core of life of Russian people over millennia of their history. The pseudo values offered by the architects of the modern world as a basis for building a value system of young people are based on passions, vice and sin. They are essentially in conflict with all the Commandments of God and even can be referred to as proto-satanic.

While for a Christian the meaning of life is the "acquisition of the Holy Spirit" and, thereby, the extirpation of passions and development of different virtues, which ultimately leads to the Godlikeliness, spiritual perfection and holiness, mainstream culture pursues completely different goals. The meaning of life is found in enjoyment and an endless quest for bodily and psychic pleasures. "Drink Pepsi – breath football" – this modern advertising slogan in many respects reflects the ideological orientations of the architects of modern society. Reducing man to the level of an animal and demeaning his original dignity down to reflexive experiences provide a powerful tool to manage a spiritless, culturally and psychically uniform crowd.

A person, who finds the meaning of life in a quest for enjoyments and pleasures and regards labor as a sad necessity, is an inveterate sinner. The door to spiritual enlightenment is closed to him, and he exists beyond its conceptual field. It is not without reason that many contemporary young people are simply unable to understand the meaning of such terms as "God", "spirituality", "God's grace", "sin", etc. Without having a proper spiritual idea about good and evil or truth and verity, they live outside these categories and follow primitive instincts in an endless quest for pleasures. Drug addicts and alcoholics are a typical, albeit somewhat grotesque, example of this category of young people. For a drug addict, to obtain a drug is good, while a failure to do so is evil. It absolutely does not matter what way he finds this doping, be it a theft, robbery or fraud. What matters is to obtain the long-awaited stuff and experience a euphoric pleasure. The same can be said about those who are enslaved by the passion of

gambling on slot machines or playing computer games, obsessed by the passion of lust and sexual inversions, as well as different other types of sin.

A person without proper spiritual attitudes, who is brought up on the ideals of mainstream culture, misses the criteria of distinction between good and evil and becomes a slave of his passions and sin. It is impossible and useless to fight the consequences of vices encompassing modern society until the basic roots of these vices are destroyed. Consciousness determines being and spirituality determines consciousness. Therefore, when upbringing modern young people, we should primarily focus on developing in them correct spiritual attitudes and a moral and ethical basis of personality. What is fundamental for developing these moral structures, in our opinion, is to answer the questions about the meaning of life and the essence of death: Why do I live? Where am I heading to? What is death? What expects me beyond this created being? What will my atemporal being depend upon?

As Professor V.V. Zenkovsky puts it, "upbringing is addressed at a particular personality, whose destiny belongs to the eschatological future, which all of us become familiar with through death. You cannot live as if there was no death, nor cannot you bring up others as if there was no death. Every personality faces the eschatological subject matter as a subject matter of his own. It is only in this light that we can discover the profoundness and complexity of life problems. If upbringing is to touch the most essential and deepest things in man, then it is not enough to touch upon the problem of the Cross and the finite fate of a human being only rhetorically". Indeed, the answers to these key life questions form the basis for a person's value system. All other things are subdominant to and arise from them. For example, if a person relies on the Orthodox outlook in his life, the main motivation for his behavior will be the Commandments of God. He will regard all things that are in line with them as good and those in conflict with them as evil. The key commandments found in the New Testament involve love for God and man (your neighbor). The relationships, doings, feelings and emotions of a person with this value system will have purely spiritual orientation, subjecting material or physical aspect of being to higher spiritual interests. Even where this person is tempted by a sinful desire, the force of this lust is not irreversible for him. In such a case, a Christian will automatically get an understanding of sad consequences of the sin and the worthless value of pleasure which it brings compared to the harm it can cause. Even if due to some reasons the passion will induce man to commit a sin, this will be immediately followed

by penance, because this doing will be clearly in dissonance with the entire structure of a Christian's personality.

This notion is confirmed by practical experience. Education institutions that adhere to the spiritual Orthodox orientation face almost no problems with drug addiction, alcoholism or prostitution among students. People brought up in the context of mainstream culture are not only under complete control of sin, but also unable to oppose it. This happens because sin orientation is prevailing in such person, while spiritual motivation is almost completely lacking. The complexity of modern society is also conditioned by the fact that apart from the above described two types of people, there is the third type, which represents the largest group of people. They are the majority of our compatriots who were brought up during the Soviet period. People with atheistic education represent a generation of a discontinued cultural and historical tradition. The majority of them arrived at Orthodoxy, but the past stereotypes of atheistic education and the system of psychic values remained unchanged. They recognize God's existence and the afterlife, visit church and pray, but the values of secular existence, nevertheless, continue to prevail in them. The orientations towards carnal pleasures – enjoyments, wealth, pride, fame seeking – represent the strongest motive of their activity. Without having assimilated or at least learned the spiritual values of Orthodoxy, they do not fully accept the hedonistic ideas either, and in some cases try to live as their conscience directs them. This leads to the so called "split personality", inner psychic breakdown and development of a marginal personality. This is the personality who is not rooted in any cultural and historical tradition, has no clear outlook or spiritual and moral orientations. In real life this duality often manifests itself in psychic unbalance, aggression, irritability and discontent with everything. In essence, they are deeply unhappy people characterized by a folk proverb as "neither fish, nor flesh". It is an important task of Orthodox pedagogy to help such people to achieve integrity of their consciousness and, hence, happiness of being. The fact is that this type of personality is inherent not only in people of older or middle age. It is known that influence of parents, grandparents and other family members has the most powerful effect on the development of child's personality. The first spiritual, moral and ethical orientations are shaped in family and in many respects define the future development of man. The stereotypes of behavior and psychological perception of the surrounding reality often manifest themselves in middle and even older age. What was once said by mother or father and accepted by the child as an absolute truth continues to

be the immovable truth (even if it is not objectively realized) in extreme old age, unless this truth is reconsidered at a new spiritual level. Therefore the marginal moral and ethical orientations, which were inherent in parents, continue and work in their children, which gives corresponding outcomes.

Taking into account all the above said, we find it necessary to shape clear moral and ethical orientations at all stages of the pedagogical processes without leaving any blind spots in the consciousness of an educatee. It is necessary to ensure that the Orthodox outlook is absorbed as a whole, the scale of spiritual and moral values is clearly structured and the cause-effect relations between good and evil doings are understood. It is necessary to develop in students the Orthodoxy-based understanding of the meaning of life and death and the clear criteria of good and evil based on the objective truth of the Commandments given in the New Testament.

Special attention should be paid to the positive spiritual orientations which are already available in children. Other positive qualities should be developed in reliance on these orientations. Great Russian teacher Ushinsky wrote: "Hence, there is a pedagogical rule: first, infuse into the child's soul *positive inclinations* conformable to the standard; then, as the deviations appear, invoke *feelings*, whereupon add an understanding of morality … Correspondingly, it is necessary to develop *positively* good inclinations without providing nutriment to evil ones" (ib., S. 208). According to Ushinsky, the goal of moral education should be as follows: "in extreme youth, shape the *moral taste* of a person, thereby dignifying his nature". The human soul abhors vacuum and the evil, which is seated in it in the form of different passions and vices, must be squeezed out of it by virtues. Rejection and criticism are not enough to correct the sinful inclinations. Ushinsky wrote: "Long moral instructions, especially *monotonous* ones, are very harmful, because they accustom the soul to their powerlessness". Their consequences include: "Indifference, lack of emotions and easily achievable self-comfort, which can be the symptoms of a complete failure in moral education".

It is necessary to demonstrate virtue, opposing it to vice, and create all the necessary conditions for developing it. In doing so, we should rely on the pedagogical principles of consciousness and initiative. The soul of every person, being in essence a Christian, intuitively feels and sympathizes with the truth. I gave lectures and discussions to very different, often unprepared audiences. Let me share the following impressions. When young people, especially children, heard a speech filled with the God's

grace of the Scripture, they reacted openly to it, displayed vivid interest in it and asked many questions.

The only possibility to oppose the tenth wave of mainstream culture with its lack of spirituality and morality is to rely on the cultural and historical tradition of Orthodoxy and develop a personality, whose value system is built on the Christian Commandments.

THE COMMON HUMAN VALUABLES FORMATION IN THE SYSTEM OF PERMANENT EDUCATION

Sh. T. Khalilova

Common European house creation, economic, political and cultural contacts expansion, permanent education implementation systems put forward the requirements to such a study process organization, which will assist an individuality formation and development. The individuality development of a growing individual and his motivated-need, moral spheres bring to the activity to master the interrelations norms among people, moral-esthetic and spiritual valuables.

The common human valuables specifics, contents and structures consideration is followed to begin with its first element introduction – the valuables subject. It's, firstly, nature is as the source and life condition, as a self subject and not only the intersubjects relations conditions and fields. Secondly, a human and community: they are family, social group, institutions, nation, people, and society. A separate person is an individual and citizen in those relations. Several relation types appear on it: they are interindividual, interage, and intersexual and finally, international.

The object- valuables bearer is the second initial element. First, nature is not only the source of life but it is also the immediate object- that is interhuman relations intermediary. Second, events, facts, ideas are its phenomenon, which obtain in the rating process by their subject of positive and negative significance. This significance makes the rating object as the bearer of adequate economic, political, legal, moral, religious, or esthetic valuables.

The value expresses human measure of culture and contains the relation to the human life, human co-existence, characterizes the human measure of community consciousness. The valuables functioning – it is their interaction to the human activity, human behavior, common life, cultural development. It is evident, that the interaction relations in different way, from the character of this or that type of valuables – such religious, esthetic, moral, artistic, from the other- axiological subject of valuables of the individual or combined., this or that social group or humanity in general, finally, from that whether the value is functioned by the internal spiritual world of the subject, influencing on its whole consciousness, activity or behavior.

The orientation on individual, the individuality development occurs in contemporary education, which turns culture into an important factor of

spiritual renovation such as community, in general, and as the separate individuality.

We are interested in cultural upbringing aspect as the common individual valuables bases preservation in customs and their transfer to the youth in close interactions of the past, present, future development of whole community in general, and the separate individuality. Exactly, that's why much attention was paid to the culture as the factor of social development in modern Pedagogics. Precisely, that is the culture to connect the intersocial and genetic factor in individuality; it makes the individual as the member of civil community.

One of the main vocations of modern education is the fundamental launches creation in the youth of those valuables, which steps into the role of stimulations of human life and activity. The system of value, forming an axiological aspect of the pedagogic consciousness, includes: a) the valuables which are connected with the individuality identity in social sphere. b) the valuables which meet the requirements in a contact. c) the valuables oriented on the self-improvement d) the valuables- which allow to realize oneself e) the valuables which give the opportunity of practical possibilities satisfaction.

The valuable- oriented education aim is the upbringing of the person to the culture which has interconnected natural, social and cultural existences. Coming out of it, we can consider the following concepts, for the upbringing process: a) upbringing of human individuality (mercy, goodwill activities and so on.): b) upbringing of free individuality (high-level of self-consciousness. To make decisions independently) c) upbringing of the individual to the culture (Knowing mother and foreign languages, literature, history and so on): d) upbringing of creative individuality (improved intellect, knowledge, skills and so on.) e) upbringing of the moral individuality (honor, dignity, conscience, understanding of debt, respect of the human dignity and so on).

The principle peculiarity of the valuable- oriented contents of education can not be separated from the process forms of its existence – methodic, technologies, forms and so on. Besides that, it includes emotional –valuable, individual elements which are not separated from the process of teaching with its intersubject contact. The classes' content must be taken from scientific and cultural experience which existed before or during the process of teaching or as study program materials and individual experience.

The main function of education is that it encloses basic, fundamental bases of free creative individuality, a person to the culture, moral, spiritual, ecologic, esthetic, economic and other its sides in its content.

ANTHROPOLOGICAL FOUNDATIONS OF THE CONTINUITY
OF SEVEN YEAR CYCLES OF UNINTERRUPTED EDUCATION
V. V. Sementsov

From seven to fourteen. First two stages of the return to the perfection.

A small boy, yet injudicious and weak, loses,
When he has scarcely turned seven, his first teeth;
If God lets him live to the end of the second seven-year cycle,
The youth already shows us signs of maturity.
During the third one the tender dawn of a beard curls fast on the youth's face,
All his limbs grow, and his skin changes color.
Solon "Seven-Year Cycles of Human Life" [640-559 BC].

The Greek word *anthropos* goes back to the roots *ano - "upwards" and *throp*, *thropar',* which literally means "a turn, something winding" (see: a winding path). The combination of the images of the a drive upwards and revolution around the axis generates the word-root image of "unfolding upwards" - vertical development of a woven scroll from the earthly roots to the heavenly crown like a tree.

According to modern medical notions the pre-natal development of a human as a three-fold scroll happens in weeks – sennights, that is, cycles of seven three-fold convolutions of the development of the psyche, internal organs and external body tissues. The post-natal development of the human as a three-fold scroll in accordance with ancient mythological and some modern anthropological ideas also happens in sennights, that is, in cycles of seven convolutions of the triple development of the spirit, soul and body that are perfecting themselves.

A cut of a tree trunk with growth rings has from time immemorial served ss the symbol of the alternate seven-year cycles of human growth on their life journey. Every growth ring keeps a trace of a triple growth of the tree. The external part of the growth ring tells us a story about the increase of the resistance and the struggle for survival under the pressure of external conditions. It can serve as a symbol of ectomorphic physical development of the external human – bone-muscular power, stamina, strength. The middle part of the growth ring tells us how sunny, nutritious and propitious the last year was for the humification and improvement of the internal qualities of the wood. It symbolizes the metamorphosic

development of the internal world by considerate feeding, metabolism and fostering of spiritual qualities, a favorable influence on the psyche. Finally, the internal part of the growth ring of a tree that links it to the invisible spiritual core tells us about the hidden fundamental connection with the Earth and the Sun. The quality of the core is dependent on the vital directedness of the whole tree upwards, its ability to mobilize its spiritual and physical forces in order to purposefully burst through the ground on to the surface, going around stones and other obstacles. This part symbolizes the endomorphic spiritual growth of the morally developing innermost human.

If the external part of the wood rots and dies away, it falls off and regenerates. If the middle part is also damaged – there forms a hollow, a deformation but the tree continues to grow. If the tree rots from the inside, from the core, it dies and falls, although on the outside it may look smooth and powerful for some time. Innermost spiritual damage leads to disorder of the psyche and to the voluntary destruction of the person's own physical health: "The heart is the innermost man or spirit, where self-comprehension, conscience, the idea of God together with the sense of the all-round dependence on Him, the whole ever-precious spiritual life is stored" (St Theophan the Recluse).

In the inter-related endomorphic, mesomorphic and ectomorphic development of a child, the main natural aim is the spiritual and moral making of the innermost man that externalizes himself from the spiritual world into the material. The task of prime importance intended to achieve this goal should be education of the soul in which the internal qualities and inclinations of the innermost man are revealed and developed. At last, a secondary task which is still necessary for the successful development of a child is feeding, strengthening and arrangement of the developing ectomorph – the externalized man.

According to this logic, each of the first three seven-year cycles of the physical upbringing of a child should be aimed not at height, weight, muscle bulk gain and external beauty, but at the making of personality - "I". The making of "I" is teaching one to be master of oneself, to be capable of self-limitation, and of self-control on the basis of strengthening the psychic-emotional sphere. Fostering of all these most important personal qualities, as well as the development of the intellect of the baby, should in its turn be aimed not at egocentrism and self-assertion of the growing "I" but at rising *above one's self* - "Super-I". In Freudism and Neo-Freudism "Super-I" is designated by the term "Super-Ego", in Soviet psychology – "super

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conscious", in folk traditional culture - "conscience", in the Orthodox Christian anthropology – "the Voice of God", "God inside us" or "Kingdom of God that we have inside us". In accordance with the difference in these terms, different materialist and idealistic scientific schools have different attitudes towards the "Super-I". For example, materialist psychotherapy and pedagogy of the Neo-Freudian kind believe the innermost man to be a source of excessive strain on the psyche, unnecessary chimera that engenders the "guilt complex", the "Oedipus complex" and the "Electra complex".

In accordance with this attitude psychologists and pedagogues are set the methodological task of freeing their students from their "Super-I" by the way of abstracting from subjective feelings and scientific objectivization of the educational process. The live eternal models of truth and righteousness are replaced in this materialistic pedagogy by temporary dead schemes, Commandments by doubtful formulations of general rules, conscience is likened to consciousness, and consciousness is directed towards asserting the power of the subconscious inclinations over one's nature.

A good example of the triumphant theomachy is the concept that is prevalent in the contemporary secular school of the increasing left hemisphere nature in combination with the enforced cult of objective scientific knowledge (the neo-gnostic heresy). The result is deplorable: in the opinion of a number of scientists – neurophysiologists, psychiatrists and pedagogues – the 21st century is already becoming the century of the "left hemisphere autistic schizoids". One of the consequences of the modern spontaneous neo-gnostic autistic schizoidness that is voluntarily or involuntarily fostered is the sad statistics of modern Russia recently announced in the mass media by the Deputy Chairman of the Government of the Russian Federation S. B. Ivanov: out of the population of 140 million of the Russian Federation 2.5 million are heroin addicts who on average live for seven years from the day of taking their first dose and "spacing out".

In the traditional folk Orthodox pedagogy, over many centuries there has been development of a method of natural upbringing designed to make the child obey the internal voice of their own conscience, at serving God and at fostering internal decency with which the innermost "Super-I" humbles and directs its internal selfish "I", and "I" in its turn consciously restrains and pacifies the roaring and tossing "It", that is the subconscious aroused by external temptations. In accordance with traditional popular ideas, the main indicator of the level of good breeding of a seven-year old

child and a fourteen year-old teenager is not the state of physical health, not the level of intellectual development, and not even the degree of socialization. At these stages, and at all the following stages of life, the degree of good breeding and the level of nobleness of a growing person are revealed through the ability of securing a moral victory over oneself. Most important is the ability and the habit of a schoolchild to overcome physical, physiological, emotional-psychological temptations and difficulties in order to subject one's "Ego" to the Supreme power, to preserve the connections of the internal world of the earthly growing person with the Heavenly Motherland.

At the same time the degree of self-denial that is the surmounting of one's "I" in one's actions should correspond to the possibilities of physical, psychic and moral age of the student. A seven-year old pupil of the first year should not be expected to show disinterestedness and voluntary self-denunciation exceeding the level of obeying the words and following examples of the parents and the teachers. Equally, a fourteen-year old teenager who is more self-willed and less obedient to the elders, should hardly be expected to have a degree of unselfishness, promptness in obeying and self-denunciation which will exceed the level of generally accepted norms and social expectations. The adequacy of requirements that the seven-year old and the fourteen-year old developing people are given by their parents, teachers and educators, has one more very important reverse side. The success of the first seven-year cycle of the spiritual-moral-physical development of a schoolchild depends on the character and the volume of the workload of studies and the degree of difficulty of the requirements the child is presented with. If teachers and parents are satisfied only with the outside obedience of a growing child and don't stimulate their conscious self-limitation, they cause a delay in moral growth of the innermost man at the level of the seven-year old child.

By fourteen years, every physically developed and psychologically normal (not necessarily completely healthy, but normal) teenager is able to learn how to do homework, to memorize information, to solve set problems, to do physical exercise and to reach an agreement with adults. The teenager will do this, and let himself be ruled by someone else's will, to the extent at which adults will finally leave them alone. When these teenagers remain alone with themselves, with their peers, and they receive money in reward for their outer obedience and promptness in obeying, the immature teenager may have time to "cut loose" and become infected with spiritual rot, hepatitis, venereal diseases, drug dependence in as short a time as

one or two hours of an evening walk. The tendency that has begun to appear lately to solve the problem of spiritual immaturity by force, by forbidding children by law to be out at night, shows the helplessness of the system of school education that has reached a pedagogical dead-end.

Taking more care of ectomorphic and mesomorphic growing than of the endomorphic rising of children above themselves, educators voluntarily or involuntarily cause a delay in the spiritual and moral development of whole generations of children. During their school years children can succeed in physical growth, have good academic progress and intellectual development, and yet spiritually remain at the level of seven-year olds, with their natural external egocentricity, telling on others, cringing to the older and stronger, with the aspiration to be "cooler than everybody" and to get as many highest marks as possible at any cost. Seven-year old children asserting their "I" in a new group with the help of the teacher play at school in an absorbed manner and learn to study well. Their inwardly immature fourteen-year old spiritual "peers" can already skillfully play the role of a student making good academic progress, masterfully manipulating their teachers and parents, and learning to "cut loose in an adult way". Where seven-year old children, when they play with friends, learn to hide from adults their funny childish "secrets" made from flowers under a piece of glass, their fourteen-year old inward peers with their underdeveloped "Super-I" can already skillfully hide from their parents and teachers their "adult" secret games with the smoke of a cigarette, with the law on limiting the circulation of psychoactive substances, and with life.

A successful conclusion of the first seven-year cycle of the development of the innermost man is marked by the ability of *behaving well*. Children who obediently control their realizedthree-four- year-old "I" in the way that their elders tell them are justly regarded as good students. They deserve material, psychological, social support, encouragement and approval. Favorable conditions are created for forward-looking ectomorphic and mesomorphic development: "A good calf suckles two dams". Why continue to grow above one's "I" and make oneself overcome the growing physiological and psychological obstacles on path lifelong way to supreme spirituality (holiness), if one can tickle one's vanity with bonuses that one gets in exchange for outward obedience and socially approved behavior? One can live well staying at the spiritual level of a seven-year old at fourteen, at 21, at 28 and so on – the main thing is to have increasing material possibilities, social and intellectual-psychological resources. The delay in spiritual development in individuals whose intellect is intact is

called infantilism in modern culture, and the external locus of control or externality in social psychology. Spiritually underdeveloped people easily become victims of socialization, the prey of show business, of advertising, computer networks, and networks of drug distribution.

To help children subject themselves to their "Super-I" that is their conscience it is necessary to create for them conditions of an inevitable moral choice between trust and denial, self-will and resignation, shallow-hearted despair and hope (expectancy of eternal life), wilfulness and obedience, passion and love, evil and grace, scientific sophistication and chastening Counsel. Moral choice is understood not as the provocation of unworthy behavior but as purposeful stimulation of the growth of a sweet temper. The word *morality* (Rus. nravstvennost)*, cognate with the word *nrav* (Eng. Temper) contains the hint at what the growing person *likes* (Rus. nravitsja) more: good or evil, deserved trust of the elders, or fair limitation in social rights. One can talk about forward-looking development of the innermost man in the soul of children from seven to fourteen years old when they begin to like the age-appropriate models of faith, resignation, hope, obedience, love, nobleness and holiness. Opposite examples to the model of pure spirituality will on the contrary naturally excite disgust in proportion to the growing good moral taste – they will stop to attract and lure. Inculcating of moral taste in pedagogical communication at a lesson (unlike medical inoculating) can not be done by invading from the outside in spite of the child's own aspirations. The teacher can only throw the student into an internal moral dilemma by offering them models of spiritual actions. Only the spirit of the ancestors roused in the soul of the students – the innermost man, their *conscience* – can triumph over their immature opinions, lusts and other manifestations of growing selfishness. The moral taste and nobleness of spirit ccanot be instilled into a closed cold heart only by the predicatory efforts of the educators. Efforts to confess on the part of the students themselves who are waking up to the "love for one's own hearth and home, and their fathers' graves", are also necessary.

In the special secondary school "Gumanitarii" founded in 1991 the problem of the internal awakening of conscience and sense of patriotism is solved by addressing the phylogenetic development of the student. Appealing to the historical formation of the personality of each student, teachers learn to educate the "Super-I" on the basis of spiritual, social and blood relations between descendants and ancestors up to seven generations back. On the basis of the Christian biblical tradition the time expansion of one convolution of the anthropological spiral of succession of

generations is determined to be approximately 26 years. Accordingly, 26 multiplied by 7 equals 182. If we deduct 182 from 2009 we have 1827. For example, at a math lesson or a Russian language lesson, it would be quite appropriate to draw children's attention to what the mathematical ideas or peculiarities of perception of a text were like for the students of the ninth grade in 1827, 1853, 1879, 1905, 1931, 1957, 1983. How has the world outlook, knowledge, skills and abilities of teenagers of the previous four and two more generations changed and in what they remained the same? What most valuable things are now temporary, but not irretrievably lost? Thanks to what kind of education did the teenagers of 1905 stand their ground in 1914-1916, and the teenagers of 1931 secure a great victory in 1941-1945? How did the ancestors live, what did they believe in, what did they play at, what did they love, what did they aspire to, when they were the same age as our students 182, 156, 130, 104, 78, 52, 26 years ago? In what way were they more educated, wiser, better than many modern people at the same age? In what ways did they lag behind their modern peers? Thanks to what knowledge and qualities fostered from the childhood did many of them live their lives worthily, brought up children, defended Russia, and achieved outstanding success in culture, science and politics? And of course, examples from the life of the ancestors should be as close to the students as possible, concrete, authentic, based on biographies of the most prominent fellow-countrymen who lived in the same region as those present at the lesson. The greatest educational effect is achieved when some of the participants of the lesson can share their family legends, their ancestry.

Selfness and conscience – the two contending *qualities* and conditions of the growing innermost man. The word *svoistvo* (Eng. Quality) comes from the possessive pronoun *svoj* (Eng. my, your, his, her, etc.) which in its turn goes back to the same etymological root as *povoj(nik)* (headdress of a married Russian peasant woman)*, povituha* (Eng. midwife)*, povit'* (Eng. to wind round with a band)*, svit'* (Eng. to braid)*, svitok* (Eng. scroll)*, sviaz'* (Eng. connection)*. Developing, the qualities of conscience and selfness remain qualities (Rus. svoistva) as long as the connection (Rus. *sviaz'*) of the people with the sources of their spirituality and morality is preserved. In their innermost conscience the growing people are twined and connected with God, and in spiritual internal selfness – with other people like them. The root of the word *sam* (Eng.-self) is the same as in the English same – "the same", "I'm like everybody". When the selfness of a fourteen-year old boy is more developed than his conscience, he finds

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himself very closely bound (socialized) by obligations to his peers (the life of the party), and almost cut off from the previous generations of his parents, great-grandparents and primogenitors. A little tree whose branches are tightly intertwined with the branches of neighboring little trees looks safe, but if their roots don't go very deep in the ground, it will inevitably collapse at the first gust of wind together with its friends and neighbors. Acting according to conscience, teenagers are sometimes forced to sacrifice their Independence and popularity among their peers. With difficulty, they restrain their amour-propre and free themselves from conceit, self-satisfaction, self-assurance. This work and moral self-sacrifice is the only way to assert power over oneself. As in any work one needs teachers who help to develop the necessary practical skills and habits. Theoretical knowledge of how one should go along the road of life, or drive a car around the city, is alone not enough to prevent an accident with tragic consequences. It can only provoke it, just as prematurely obtained adult rights, theoretical knowledge of life and driving gives rise to thoughtless self-assurance in an inexperienced driver.

Linguistic logic leads us to recognize the fact that the necessary condition for the victory over oneself and the triumph of conscience over selfness is the freedom of choice fostered from childhood. The etymological root of the word *svoboda* (Eng. freedom) is the same as the word svoj – it is a quality given from above and likening man to God, and only later – in God – to other people. The Godlike innermost man who rules his system listening to his conscience is an angel incarnated. He frees himself from the power of his selfness and the external locus of control – he acquires internal freedom, at the same time preserving external connections and commitments. Independent to a greater extent than a conscientious teenager, the spiritually underdeveloped teenager with all the outward freedom of morals and independence inevitably finds himself in the internal prison of his own amour-propre, self-satisfaction, self-assurance, self-pity, self-glorification and other weaknesses that lead to the state of pathological dependence on fashionable public opinion and isolation from patriarchal popular tradition.

The transition from externality and dependence from external marks conditioned by the naive children's selfness to conscientious self-control and self-possession on the basis of acquired internal models of moral behavior of ancestors at school age either happens in due time, or does not happen, between the ages of seven and 14. In other words, during the transition from the elementary to basic general education the natural

dependence for the children's psyche on the opinion of teachers and parents should make way for teenage internality, i.e. to displays of independence and spirit of contradiction inherent to older children. In those schools where at every lesson of every subject due attention to the strengthening of conscience and an opportunity of a free moral choice is not given to children, natural protest behavior is provoked in children of 7-14 years. In the absence of a system of forward-looking education of the innermost man, protest behavior of the students as a rule leads to two types of deviations in the growing up process: (a) children who possess strong will conflict openly with teachers and parents, sometimes resulting in leaving school and family, in psychological traumatic experience and demonstratively delinquent behavior; (b) children who don't possess strong willpower become hypocritical, two-faced, inclined to displaying protest deviant behavior that are hidden from their family and school.

A successful conclusion of the first seven-year pre-school cycle of the interrupted education of a child should be considered externality, readiness to learn from the elders based on children's submission and obedience. The conclusion of the second school seven-year cycle should in accordance with the traditional ideas of the good breeding of a teenager, be marked by the internal aspiration to self-independence, the ability to behave in harmony with one's conscience and the preparedness to bear responsibility for one's mistakes.

2. From fourteen to twenty eight. The return to externality and internality on the new levels of personal growth.

> During the third one (seven-year cycle – V.S.)
> The tender dawn of a beard curls fast on the youth's face,
> All his limbs grow, and his skin changes color.
> Everyone in their fourth seven already reaches the bloom of
> the bodily power, and in it the sign of valiance appears.
>
> *Solon*

In the period of transition from teenage demonstrative independence of fourteen years to the new level of student's obedience, responsibility and external locus of control of a school-leaver who is of age, university entrant and student it's important to help students preserve their internal integrity. Pushkin's winged lines - "While we are still burning with freedom, while our hearts are alive for honor, my friend, let's devote our souls' best impulses to our Motherland" - fully express the apprehensions of a youth growing

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above himself. In them one can hear the fear of extinction of the internal freedom, aspiration of the innermost soul man to manage in time to devote his still obedient to him soul to his Mother land – the supreme will. Like their ancestors in many generations before them, modern boys and girls are under serious social pressure. The temptation to renounce their innermost spirituality, forget about conscience for the sake of successful socialization while preparing to undergo leaving and entrance examinations, can sometimes be very strong. The age from fourteen to 21 is marked by the increase of natural externality together with which obedience to the voice of the remote ancestors temporarily gives place to the obedience to the family, elders, examiners, fashion, public opinion.

The next convolution of the making of a growing personality in the system of uninterrupted education of adults – from 21 to 28 – is characterized by the return to their innermost "Super-I" and mature internality on a new level very far removed from teenage independence. Instead of ill-founded self-assurance a strong conscious faith in God, loyalty to the ideals and sanctities of the Motherland is naturally formed in this period. Selfness, power of public opinion and authority of the contemporaries logically start to become secondary. "To the calling of God be obedient, oh, muse. Undaunted by insult, not asking for a wreath, be indifferent to both praise and slander, and don't oppose a fool" (A.S. Pushkin, 1836). If by approximately 28 years an adult teacher in the system of uninterrupted education has not grown above his "Ego" (selfness), and has not come on to the level of mature internality, then he is hardly capable of becoming a model of personal maturity and morality for his students.

GOOD MANNERS ARE NOT ENOUGH
E. Kula

Throughout his life,
a person does not so much eat
as create himself…

Fyodor Dostoevsky

The problem of all-round development of the person has existed from the earliest times, when in Athens the ideal of upbringing was determined, in accordance with which a person should be physically beautiful and morally excellent. Aristotle, who raised pedagogical problems in his works, portrayed the system of upbringing that he created as a system of continuous education. In the *Nichomachean Ethics* he wrote: *It is perhaps not enough to receive appropriate upbringing in youth and go through appropriate nurturing, but in a mature age one should also worry about these things and get used to them, as we are in need of the truths concerning both this age, and all of life in general.*

Today, by the concept of all-round development, we understand the process not just of education and upbringing, but also a kind of growing into the culture. In the wider sense we should understand here the influence of culture on the person, his connections with it, and also the formation of the personality of the person through a solid cultural base. Accordingly, it is important for a person to be able to make use the achievements of culture, and what important in his life contact with culture plays in the wider sense.

One of the main principles of continuous education, besides supplementing and systemizing knowledge received is, as we know, familiarization with modern, new forms of life and the newest achievements of technology and science.

We should not forget here the development of the ability to make use of the wealth of culture, and here culture may be understood in two ways, as popular and elite. Popular culture primarily has an entertainment function, and elite culture is intended for higher groups, which comes from conveying contents that are more difficult to appreciate. Both mass, or popular, culture and elite culture are a part of the life process, because what would an educated person be if he was completely unfamiliar with making use of the wealth of culture? Bertrand Russell wrote on this topic: *One cultured person is not enough to raise the level of an event of louts, and one lout will ruin any*

cultural event. This sentence excellently lays bare the modern world and people, and shows the illusiveness of culture in our life.

The conditions of modern life, the development of new fields of science and technology, and also growing specialization increasingly removes people from the cultural heritage. This is especially concerning, as the number of educated people has now increased significantly. And conscious participation in the cultural legacy is an issue of enormous significance, because it decides the fate of a feeling of belonging to a national, European, Mediterranean culture, as it is decisive in participation in the collective public conscience.

Thanks to a solid cultural base, a person is able to find his position in society, and furthermore culture is the foundation of education. A person is formed from the earliest period of his life, and grows up in certain moral, cultural norms, rituals and customs, and then receives necessary skills, makes a choice of values, and selects the style and quality of his life. These processes take place in a person in the process of improvement throughout his entire life, including through contacts with cultural centers.

People recognize the treasure trove of many life instructions and wisdom to be found in books, although now in the computer era, it can be said that their importance has been moved to the background. So it is quite instructive to read Umberto Eco's claim that libraries will increasingly match people, their demands and interests, so people should show respect for books and be careful how they treat them. This is a very subtle art, but to instill it the school should be involved, along with people whose work involves continuous education of adults, as […] *the library is the work of the school, the community, the country. It is a civilization problem…* And in future the main function of libraries will be to support educational processes realized in different forms, and to preserve the cultural heritage of humanity.

The importance in forming such features of the person as public, national and aesthetic perceptivity is linked with the material ideals of the culture which we may encounter in a museum. They not only bring history closer to us, but also form the basis of respect for the national heritage, and also confirm the greatness of man as a being that is capable of creating perfect objects. The museum as a kind of educational institution is especially suitable for enduring the crisis of humanitarian education, and this is thanks to the collections that are the most important part of the cultural heritage of the country, Europe and the world.

A similar situation exists with the theater: going to the theater is coming into contact with art: difficult, intricate, good, evil, pleasant and unpleasant. Contact with art is transformed into participation in art, as theater makes it possible to combine literature, movement, music, dance etc. at the same time. Of course, active participation in theatrical life does not replace reading literature, listening to concerts or visiting art galleries. But undoubtedly, theater makes it possible to expand the interest of the total of human artistic achievements, as it is linked in many ways with the other art forms.

In light of the above statements, the role of cultural centers in the life of each adult, educated person seems obvious. However, from time to time the question arises if every adult, educated person takes part in culture consciously, whether he is able to appreciate the event that is a concert of classical music, art on display in a gallery, or a theatrical performance. Could it be that a person goes to a theater, museum, gallery or concert hall to show his presence, because it is the done thing to appear there, despite the fact that he does not understand art, theater or music?

Aristotle wrote in his work *The Politics* that the correct benefit from arts can only be received by people who do these arts themselves. So he believed that a person should be trained from an early age to take part in culture during the education process.

It merely remains to be added that only then a person will be able to find in culture a place for training the intellect and a sense of humor, making the choice of freedom, in a word.

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**SPIRITUAL AND MORAL DEVELOPMENT
OF STUDENT YOUTH IN THE PEDAGOGICAL
PROCESS OF THE UNIVERSITY**

S. G. Tazhbaeva,
N. T. Smanova

Problems in spiritual and moral upbringing in educational institutions of the Republic of Kazakhstan are in many ways caused by fundamental social changes which our nation has passed through in the late 20th-early 21st century. The ideological vacuum that arose after the change in the social system and the abolition of Soviet ideological institutions, "wild" market relations that erased the moral foundations of society, the influence of the mass media, a section of which understands freedom of expression as permissiveness – all this allowed anti-humane ideas, views and phenomena to spread (drug addiction, alcoholism, licentious sexuality, egoistic pragmatism, cynicism, aggression etc.), which have a negative influence on our youth. The need for changes in the education sphere arises from the demand to form a mentality of personality, and accordingly a mentality of society, in the spirit of common human values, which will make it possible to find paths to overcome the mental differences of individual people and nations.

One of the paths to solving these problems is to look for new approaches in organizing the education process of the university as an educational institution designed to instruct, nurture and develop the young generation. An analysis of the situation in the student environment allows us to single out both positive and negative tendencies:

modern Kazakhstan students are a generation that grew up in conditions of market reforms and changing social relations, which could not help but affect the value guidelines of youth. Therefore this environment is dominated by individualism, pragmatism, aspiration towards material prosperity, sometimes at any price;

personal involvement in social life is thought of by young people taking into account their own interests and requirements; an understanding of the importance of political, economic, socio-cultural processes taking part in society and concerning the fate of each of them, combined with a low level of information about these processes;

a group of young people is formed which consider high-quality education to be a leading social value, as it is the foundation for

professional growth, and accordingly the attainment of material prosperity, and high social status;

thanks to new possibilities for development of personality (large flow of scientific and cultural information, computerization, study abroad etc.), the amount of creative youth increases, who realize themselves in different types of activity: science, art, sport etc.;

a tendency is seen for the creation of internal university student youth organizations, movements and associations not based on political views, but oriented towards future professional activity;

at the same time, many young people believe that "money solves everything", and issues of the quality of education received, and the need for their own efforts in this direction, is moved to the background by these students;

inter-ethnic relations in student groups are externally stable;

stratification of youth is seen in the preference of one group for the values of the "western way of life" (for both males and females); a career in various spheres of life, a high social status and material prosperity. For another group, there is an increase in the importance of traditional religious values in everyday life, and a tendency is seen for an increase in the number of religious believers among student youth;

for a large number of youth, a low level of general culture is characteristic (moral, legal, political, everyday culture, communication culture);

there is a worsening in the health of youth, an increase in drug addiction, alcoholism, the spread of venereal diseases etc.

The modern state of our society, and the processes taking place in the political, economic and religious life of our country, impel us to take a new look at the problem of educating citizens, and forming the intellectual and creative potential of the personality in institutes of higher education. It is at the university, passing through the school of public organizations, associations and creative groups, that the student acquires solid life guidelines, organization skills and personal qualities needed by a specialist in the selected field of education. It follows that along with solving tasks of the study process, the university is obliged to create conditions for self-development and self-affirmation of the personality, and improve the abilities of the student.

In determining the goals, tasks and contents of education work with students, the foundations were such methodological ideas as the integrity of the pedagogical process, its subject-subject nature, and a personality-

activity approach to the study and education process. The socio-political conditions of the development of our society make the idea of forming a feeling of citizenship and Kazakhstan patriotism particularly important.

Based on the above, education in the university is a joint activity of teachers and students in the study and education process directed towards creating a system of beliefs, moral norms, general cultural and professional qualities among students, which are realized in future in self-cultivation and self-instruction. Achieving this goal is seen in the creation of a humanitarian, nurturing environment at the university, which involves the creation of relations at the educational establishment which would form the student's personality. The presence of humanitarian culture and a humanitarian environment in the university is manifested in an atmosphere of trust, cooperation, and a joint creative search of teachers and students, which is a necessary condition for organizing effective study and extra-curricular work. It is the formation of this environment through the study process and extra-curricular work that ensures high-quality training of the specialist.

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PSYCHOLOGICAL ASPECTS OF ATTITUDES
OF THE POPULATION TO ORPHANDS
AND SUBSTITUTE PARENTS
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In the present paper we will examine the phenomenon of society's readiness to accept adopted orphans, and the phenomenon of society's attitude to the biological parents of an orphan.

In Russia, the blood relatives of the child remain the priority adoptive parents for a child who is deprived of the care of his parents. If there are no such relatives, or these relatives cannot take on responsibilities for looking after the child, the child may be given to a substitute family to be brought up. This may be a family of adopters, guardians, a foster family or a patronate family.

We conducted a study designed to discover the attitude in society to adopted children, their biological parents and substitute families. The method for collecting information was a mass survey in the form of a group questionnaire. The survey was conducted in September-October 2008. 500 people were surveyed who belonged to different age groups: young people (18-30), middle-aged people (30-50) and people over 50. The main tasks of the study were (a) to discover the attitude of the population to the problem of adopted children (what the respondents saw as the reason for the increase in birth parents rejecting their children); (b) to discover opinions about the most effective measures to solving this problem; (c) to discover the existence of desire and the level of readiness of Nizhny Novgorod residents to make a contribution to solving the problem of orphanhood by adopting orphans, creating substitute family or providing volunteer aid; (d) discover to what extent aid to orphans complies with the main common human values, moral and cultural standards of behavior.

Respondents were asked the following questions: (1) "What emotions do you feel when you hear that parents have abandoned their child?" (2) "How would you behave if you met such parents?" (3) "Does a difficult life situation justify this act by parents?"; (4) "What do such parents deserve most of all?"; (5) "What measures do you think could reduce the number of people abandoning their children?"; (6) "Have you thought about the possibility of adopting (guardianship, taking up for patronage upbringing) a child?"; (7), "Give the reasons why you personally are not prepared to adopt an orphan" etc.

Below (in table 1) we give the distribution of answers to the question "What emotions do you feel when you hear that parents have abandoned their child?"

Distribution of answers to the question: "What emotions do you feel when you hear that parents have abandoned their child?" (in %)

Possible answer	Young people	Middle Age	Older people	Women	Men	No children	One child	Two children	Three children	Average figure
Incomprehension	35	29	21	25	32	48	42	30	30	32.4
Irritation, anger	31	24	43	20	21	22	23	44	46	30.4
Indifference	4	3	2	3	5	4	3	-	-	2.6
Pity	12	13	15	14	15	15	13	20	3	13.3
First something must be done, then judgment can be passed	5	15	12	14	16	5	14		15	10.6
No reply	2	4	3	3	3	2	0	6	6	3.6
It doesn't concern me	11	12	4	15	8	4	0	-	-	7.1
Total	100	100	100	100	100	100	100	100	100	100

The most common reaction of young people to this question is incomprehension (35 %), which however contains a shade of irritation (31 %). 12 % feel pity, and 11% have the reaction "it doesn't concern me".

In the middle aged group, 29% showed incomprehension and 24% showed irritation, 13% showed and 12% replied "it doesn't concern me". People in the older age group predominantly showed irritation and a desire to teach – "people didn't used to behave like that". It is interesting that with a growth of the number of children in the family, the amount of people answering "incomprehension" drops: from 48% in families with no children to 30% in families with 3 children, and the reaction of irritation grows from 22% to 46%, It seems that when people have their own child, they become more sensitive to problems of orphans. Among parents with children, the answer "it doesn't concern me" is not encountered.

Below (in table 2) we give the distribution of answers to the question "How would you behave if you met such parents?" (in %).

Table 2

Distribution of answers to the question
"How would you behave if you met such parents?" (in %)

Possible answer	Young people	Middle Age	Older Age	Women	Men	No children	One child	Two children	Three children	Average figures
I would tell them off, rebuke them	5	15	14	10	15	6	15	19	40	15.3
I would try to make them change their minds and help them	68	62	60	68	65	70	60	65	50	63.1
I would agree with their choice	3	10	13	9	4	5	11	5	2	6.8
No reply	24	13	13	13	16	19	14	21	8	15.6
Total	100	100	100	100	100	100	100	100	100	100

The majority of those surveyed, despite incomprehension and irritation, as we can see from the table data, would try to make the parents

of the abandoned child change their minds, and to help them (63.1%), while women of young age (68%) would do so more willingly than women of the older age (60%). Women with three children would reprimand these parents (40%), while only 2% of parents with several children agree with their wish to abandon the child, which is perhaps connected with the special value of children-parent relations.

Table 3

Distribution of answers to the question
"Does a difficult life situation justify the parents' act?"
(in %)

Possible answer	Young people	Middle age	Up to 5,000 rubles per family member	From 5-10,000 rubles per family member	From 10-15,000 rubles per family member	Over 15,000 rubles per family member	No children	One child	Two children	3 children	Average value
Yes	20	16	25	25	25	13	11	22	20	25	20
No	76	78	74	72	84	86	74	78	80	74	77
Can't give an answer	4	6	1	3	3	3	4	2	2	1	3
Total	100	100	100	100	100	100	100	100	100	100	100

As can be seen from the table, a difficult life situation does not justify abandoning a child. We would note that the higher the income, the more likely a negative answer: 72% of respondents with an income of up to 5,000 rubles per family member replied "no", 84% with an income of 10-15,000

rubles per family member, and 86% with an income of over 15,000 per family member.

The limitations of the present paper do not make it possible to examine the replies of respondents, which do not rule out the possibility of making certain generalizations.

On the whole, the population is prepared to provide adequate assistance in solving this problem (36%), while material prosperity has an insignificant influence on motivation for assistance. Young people often refrained from giving harsh assessments, rebukes and condemnations, perhaps because they do not know how they would act in a certain situation. The older the respondents are, the greater is the percentage of harsh assessment and calls for radical actions. The population understands the need to give deviant parents support. There is a rather widespread opinion that orphans have difficult heredity. The study made it possible to single out different groups of potential adoptive parents: (a) young couples who cannot have children. They need to be given assistance in solving their housing problems and instruction owing to their lack of parental experience; (b) middle-aged couples who have their own children and are well-off materially. They want to help orphans "by the call of their heart", but they are afraid to meet the biological parents of the child, while they are certain that the families need help in crisis situations. They are certain that they can and must work with the biological family of an orphan in order to return the child to its biological family; (c) lonely people in the oldest age group. They believe that benefits for children should be increased, and are afraid of bad heredity of the adopted child.

THE FORMATION OF THE ECOLOGICAL CULTURE
OF SCHOOLCHILDREN
BY MEANS OF KAZAKH FOLK PEDAGOGY
A. B. Aitzhanova,
A. U. Moldabaeva

For centuries the Kazakh people have recognized the significant educational potential of the environment, its influence on the development of all aspects of the individual; bolstering of health, sharpening of mind, morals, industry and perfectionism. This "natural factor" was considered in terms of continuity between generations. The folk pedagogy of the Kazakhs is close to both nature and man, and is perceived as nature-congruous and essential.

The ability to live in harmony with the surrounding world, to understand the language of nature is clearly shown in traditional superstitious beliefs and legends embodied in the national calendar concerning astronomical observation.

The most important feature of the traditional culture of the Kazakhs is its union between man and nature. Nature functions for man as an eternal source and guarantee of life. "The Kazakhs followed mainly shamanistic religious beliefs; the shamanism of the Kazakhs is basically syncretical. A cult of nature and the worship animals feature prominently in it. At the same time shamanism is inherently connected to a belief in spirits. The cult of the spirits of ancestors is especially strongly expressed here [1]." This conclusion by K.Zh. Kozhakhmetova is based on the works of Ch. Valikhanov "Tengri" ("Traces of shamanism amongst the Kirghizs" and others), in which it was noted that in its development and distribution amongst the Kazakhs, shamanism represents an embodiment of natural forces and a reverence for the spirits of deceased ancestors. Besides the sky ("Tengri"), other natural forces, such as the sun, stars and moon were also personified. People considered mountains, rivers, hills and so on to be less powerful, but equally esteemed. Worship of the spirits of ancestors was based on reverence for an ancestor by his descendant generations.

The god of fire had special importance. The Kazakhs strongly believed in the sanctity of fire and its expurgatory power. In ancient times, fire was considered to be a protector of homes and holy places. Ancient people believed in the magic power of nature. Severe winters, loss of cattle, drought, floods and other natural disasters were considered demonstrations of the will of the almighty God; the creator of all nature. "Allah is almighty,"

believers were convinced. "Seek him with your pleas, and he will always help you".

During droughts the people sacrificed a white sheep, prepared food, and, addressing God, pleaded him through singing to send rain. The most typical religious ritual songs are those that are devoted to the guardians of livestock; of horses (zhylkyshy ata), camels (oisylkara), sheep (shopan ata) and goats (seksek ata). In these songs the people, demonstrating the great significance of domestic animals in everyday life, addressed the guardians of animals with pleas to protect the creatures from illness and trouble.

Alongside nomadic cattle breeding, our ancient ancestors engaged in agriculture. The sacred relationship between the Kazakh people and arduous agricultural work and its rewards inculcated in children a respect for workers and the frnd fo -168the irelab36(opr16(, sn)295d i)m28(ep)22(gr16(,td)suc43(oh mr):
aTh   griadt26(e   stm)141()tn   ofit36(tdul)23(c)31(ate)18(o)22(gs   k330n)owl49(e

Many riddles, proverbs and sayings help to acquaint children to the phenomena of the environment, to reinforce them, to attract attention to their indicators, to which children often do not pay attention. The use of traditional opinions providing full, characteristic descriptions of separate animals and plants provokes surprise; generally these signs and objects are memorized and serve as the basis for further development of knowledge about living organisms. There are many riddles with such themes in Kazakh folklore: "Children from two villages are bent with fatigue, from four villages no less so, and from one will pick dry stalks" (a camel coming back from jailau, its humps, legs and head).

Traditional folk wisdom and observation can be seen in folk superstitions. People noted repeating natural phenomena and drew conclusions regarding their interdependence. On the basis of these observations farmers planned their activity, attempting to fulfill the labor of the season without damaging the surrounding nature. Interest in meteorological observations was imparted to children from an early age. The folk proverb says: "Get knowledge when you're young and store it until your last days". Children learnt to relate changes in the weather to a number of signs; the movement of clouds, the behavior of insects, birds and animals. Kazakh children knew that: "if the birds choose to land on a river or a canal, expect rain; if they fly low, the weather will be bad"; "if cranes fly high and quiet in the sky, the weather will be warm"; "if the hen is in the nest before her usual time, the next day will be nasty; if she stiffens, crossing one leg, the weather will be cold".

One effective means of raising children in Kazakh folk pedagogy was the use of taboos/interdictions; verbal instructions preserving birds, animals and plants from destruction. "A person who shoots eagles or ernes will have troubles"; "Do not touch an owl or a bat, or you will suffer"; "Do not ruin birds' nests and do not break ant hills, or your dwelling will meet the same fate"; "it is a great sin to walk across crop residues and crops without a special need". These interdictions and cautions were a means of organizing the life and behavior of the growing generations and were aimed at preventing undesirable acts within society and ensuring an understanding of socially approved behavioral norms.

Theoretical analysis of the current ethno-pedagogical literature on the use of Kazakh folk pedagogy in the formation of the individual's ecological culture has showed that the use of the values of folk pedagogy in the ecological education of young schoolchildren is dictated by social, psychological, pedagogical and patriotic principles.

Thus, theoretical analysis convincingly demonstrates that in Kazakh folk pedagogy there exists a complete system of ecological education determining the development of an individual's ecological culture and that of the nation as a whole. In relation to this the objective demand of the educational process can be represented by a search for ways effectively to apply the educational potential of Kazakh folk pedagogy, historical, pedagogical and ethno-pedagogical ideas, the rich heritage of the past, and the traditional experience of folk pedagogy with reference to modern conditions.

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REVIVAL OF CRAFTS THROUGH
VOCATIONAL EDUCATION
D. A. Zakhidova

Different interpretations of the term "craftsman" enable us to define craftsmanship as a type of production and entrepreneurship, which aims to produce customized goods and services on an exclusive or small-batch basis in order to satisfy the utilitarian, aesthetical and other needs of people.

Despite the fact that craftsmanship has lost its domination as a production system, it is still one of the important sectors of the modern multi-structure socio-market economy, which facilitates the creation of a wide network of small enterprises and growth in number of private handicraft craftsmen. The experience of some countries, such as Germany, Turkey and India, where craftsmanship absolutely proves its viability in the market conditions, enables us to conclude that over time it is to take sustainable positions in the socio-economic structure of our society. A craftsman is both an organizer and performer of production process. He may act both as an owner and holder of means of production. At the same time, he is a man of art. As a rule, artist's life philosophy prevails over the concepts of entrepreneurship. He may make unique, one of a kind things, but does not always succeed in selling his goods, because his entrepreneurial qualities are often less developed.

The development of craftsmanship is traditionally associated with small and medium-sized towns where it continues to exist in one form or another. In this connection, the issues of training of labor force for craftsmanship are directly associated with the socio-economic circumstances of small and medium-sized towns. State support of the craftsmanship revival and development should be primarily aimed to create a favorable socio-economic and legal environment for organizing craftsmanship. The need for state support of craftsmanship is conditioned by the following factors: (a) craftsmanship provides sustenance for a rather wide stratum of the population and represents one of the ways of initial accumulation of capital; (b) craftsmanship production facilitates provision of the market with goods and services and is capable of competing with large manufacturers in some sectors of production; (c) craftsmanship production is able to respond more flexibly to the market changes, which ensures its relative sustainability; (d) the development of craftsmanship helps to reduce unemployment; (e) craftsmanship contributes to the preservation and

development of historical and everyday traditions and national culture; (f) the involvement in craftsmanship helps to develop self-activity of the population, enables man to discover his personal qualities and facilitates his self-fulfillment and involvement in market relations; (g) craftsmen are a part of the middle class, the existence of which ensures social stability.

One of the priority governmental measures aiming to develop craftsmanship production is the creation of craft centers and chambers in the form of non-for-profit organizations. They will help to turn craftsmanship into a genuine resource of the socio-economic and spiritual development and self-development of a personality. A priority area of the programs providing for support of craftsmanship is the development and improvement of the staff training system in vocational education institutions.

The modern system of vocational education is not in line with the increasing demands of society, albeit it possesses some positive experience, traditions and pedagogical potential. Due to the lack of pedagogical research that would give a sufficient idea of the specific features and methods of handicraft training in the vocational education system, this sphere of activity is, to a certain extent, misapprehended by teachers. Vocational education of a craftsman may be referred to the innovative areas of education, since it involves training of a skilled worker of a brand new type, who organizes and performs work by himself.

A strategic guide for the concept of craftsman's vocational education would be to define optimal organizational and pedagogical conditions for upbringing and education, which ensures the development of an intellectual personality who is prepared for creative activity in a chosen occupation and has a stable need for self-education and self-improvement of his personal qualities.

**PUBLIC ORGANIZATIONS
AS A CONDITION FOR THE DEVELOPMENT
OF PEDAGOGICAL COMPETENCE OF A PERSONALITY
M. F. Solovieva**

The world experience shows that the quality of an education system increases in proportion to an increase in the degree of self-sustainability of the education institutions. This necessitates reducing administrative influence and using greater public leverage by the involvement of parents, employers and public figures (who in the 19th century were referred to as the "progressive strata of society") in management of education institutions. This form of public activity is provided for by the Federal Law "On Autonomous Institutions". Another form of public activity involves the development of non-for-profit organizations, including public associations.

The author's hands-on experience as a judge of the competition for innovative schools and teachers support under the "Education" National Project and a head or a member of the organizational committees for a number of public organizations enables us to speak about the positive tendencies in the activities of public organizations. We can identify three areas of public organizations' activities with regard to the relations between school (meaning different types and forms of education institutions) and society.

The first area indirectly reflects the interests of the state through the activities of public organizations (such as the participants of the "Kirov Region's Teacher of the Year" competition, the Association of Innovative Education Institutions of Kirov Region non-for-profit organization) and involves assessing the activities of the education management authorities based on the priorities of professional pedagogical expert examination. Local education authorities deal with organizational issues and coordinate the improvement of pedagogical proficiency and staff retraining. They are promoters and organizers of the "Teacher of the Year" award, while the heads of the education authorities act as consultants for a number of education institutions. They develop professional pedagogical competencies by themselves and have (indirect) opportunities to carry out audits.

The second area is associated with a tendency among the non-governmental actors operating on the educational services market to organize alternative education institutions. Successful activities of a number of non-governmental education institutions show that a socially mature

personality is prepared for a public audit. Public opinion, which reflects the aggregate individual consciousness, was positive about the development of a network of non-governmental education institutions featuring a special attitude to the individual characteristics of a student and an ability to expeditiously respond to the demands of society and family. This attitude helped to develop additional adult education not only in the course of professional retraining, but also by personal self-improvement. The state expert examination in the form of certification and accreditation certainly influenced the adjustment of the quality, making it possible to eliminate some deficiencies in the activities of non-governmental institutions. At the same time, it provided healthy competition to the governmental and municipal education institutions, which had an effect on both the quality of the education system as a whole, and the quality of education of a personality capable of self-organization and selecting alternatives. This also contributes to the enlargement of a group of competencies which belong to the core competencies required for continuing education in the context of information society. Many customers who order educational services are engaged in business and have hands-on knowledge about the global economy. Therefore, they are able to compare and assess the educational services by comparing them to their own training in the governmental and non-governmental sectors of educational services, hence, to define their niche in the system of public-private partnership for the new education model.

The third area is associated with a special type of entrepreneurship in professional pedagogical activities. To some extent, its emergence was concurrent with the activities of a galaxy of the innovative teachers led by the editorial board of Uchitelskaya Gazeta newspaper in the end of the 20th century. First, it manifested itself in the creation of a system of lyceums, gymnasiums and "name" schools. The alternative programs and improved methodological culture of teachers promoted the development of public associations. Some of them, such as Russian Pedagogical Assembly or "Eureka" Association of Innovative Schools, grew "from the top down". Others, such as the International Pedagogical Readings (headed by professor Sh. A. Amonashvili) or "Researcher" Association of Creative Teachers, appeared in the framework of a centralized process. There is a large number of regional and interregional divisions and Russian public movements in the country. These are the associations of teachers, who have outgrown their local environments of creative pedagogical activities. With the help of the Internet and individual enthusiastic teachers, some

teachers improve their competencies without any administrative leverage by joining the existing associations.

Teachers began to receive some support from public organizations of parents, such as "Parents Care" Interregional Public Movement. It is immediately interested in the dissemination of pedagogical innovations under its programs, because they reflect the parents' ideas about the required pedagogical competencies. A modern family understands both causes and consequences of training their children by craftsman teachers, as well as the increasing role of the family itself for the child's development. The experience in organizing proprietary seminars shows that about 50% of the participants of seminars and trainings are young housewives. The new tendencies in the development of a modern family are oriented towards spiritual unity among parents not only with regard to reproduction, but also with regard to the development of their philosophical, psychological and pedagogical thinking, pedagogical skills and family pedagogy.

PRACTICE OF SPIRITUAL EDUCATION OF OFFICERS
IN HIGHER SPECIALIZED OFFICERS CLASSES OF THE NAVY
A. P. Belyakov

During more than three centuries of the existence of the Russian Navy the best battle and pedagogical traditions laid down by the admirals Fyodor Fyodorovich Ushakov, Pavel Stepanovich Nakhimov, Grigory Ivanovich Butakov, Stepan Osipovich Makarov, Ivan Konstantinovich Grigorovich, and Nikolai Gerasimovich Kuznetsov have been passed down from generation to generation in the spiritual and moral education of navy men. To a great extent, due to the self-sacrificing pedagogical work of these naval commanders and admirals, devotion to their Country, loyalty to their military oath, their banner, sense of pride in their ship naval friendship and comradeship are still the foundation of the education of navy men.

But crises in all spheres of the life of society, especially in spiritual life, have had an extremely bad effect on the moral spirit of the Army and the Navy, the state of discipline and law order. Torrents of lies, slander, disinformation, advertising of profit and violence, propaganda of an anti-army attitude, and national and religious enmity are poured on our citizens from their TV screens, newspaper and magazine pages. As a result, many Russians, especially young people, have been deprived of clear spiritual and moral landmarks.

In this difficult time for our Mother Country, the Orthodox clergy have come to defend our spirituality and holiness. The overwhelming majority of admirals and navy officers now understand that we will not be able to solve the problem of the spiritual education of the military personnel harmoniously without the help of the clergy. This is precisely what clergy are called upon to do – to do spiritual service, the spiritual education of people, and immunize them against immorality. It is the clergy who possess the knowledge and many centuries of experience in spiritual education. Two thirds of officers surveyed from the High Special Officers Classes of the Navy (hereinafter - HSOCN) believe that very active interaction should be established between the Russian Armed Forces and the Russian Orthodox Church. It should be mentioned for fairness' sake that despite the efforts of the destructive forces to destroy our country and its defensive capacity, to undermine the fighting potential of the Army and Navy, and the morale of the military personnel, still the discipline in the Armed Forces is much stronger than in civil society. One should note that in the last ten

years in the Navy measures have been taken to establish true spiritual education, although they have not been systematic.

There was an especially wide response from the public in connection with the canonization of Admiral Fyodor Fyodorovich Ushakov on the 4th-5th of August 2001. Canonization of the holy saint Admiral Fyodor Ushakov evoked unprecedented enthusiasm even among people who were previously be far removed from faith in God. For the first time in the history of Christianity, a naval commander was glorified as a saint.

One can say without exaggeration that an enormous role in establishing spirituality in the Navy is played by the Pokrovsky Readings that are annually held in St. Petersburg by the Inter-university Association "Pokrov". St. Petersburg officers and military students take part in these readings. Also of great significance are the workshop conferences that are annually held by the civic organization "the Assembly of the Orthodox Intelligentsia". Military personnel also take an active part in the latter. At the conferences they not only give an analysis of the state of the spiritual-moral education in Russia, but also approve recommendations aimed to revive the native traditions in the spiritual-moral education of people, military personnel included.

Spiritual and moral education in the Navy is promoted by ministerial visits to military units, navy educational institutions, participation of the clergy in solemn events, and individual conversations with officers and sailor-men. The President of the Ecclesiastical Academy, the archbishop of Tikhvin Constantine (now the archbishop of Kurgan and Shadrino) has spoken on numerous occasions to the students of HSOCN. On the 13th of November 2004, Archbishop Constantine (on the occasion of the 130th anniversary of HSOCN) bestowed a consecrated flag of St Andrew with a monogram of the Holy Saint Fyodor Ushakov. The best students of the Academy were photographed against the background of this flag. The instruction of the Archbishop and the photographs were put in the Book of Historical Sketches of our university. At the moment, the flag occupies the most honorable place in the office of the head of HSOCN, reminding everyone who comes there of the battle glory of the Russian Navy and the great naval commander, the saint Admiral Fyodor Ushakov. Virtually all the personnel of HSOCN are present every year at the funeral services for the dead seamen that are conducted at the St Nicholas Naval Cathedral. We took part in memorial events that were held at the chapel of "Savior on the Waters" dedicated to the 100th anniversary of the battle of Tsushima.

It should be noted that one of the numerous consequences of the "reforms" of the Armed Forces in the 1990s was the destruction of the system of training naval educators. HSOCN is a higher education institution which trains the head personnel of the Navy on a tactic level. It is the graduates of this educational institution who are directly responsible for the education of personnel –future commanders, deputy commanders for morale and welfare, and flagship specialists of large units. However, it must be admitted that at military universities, despite the well-developed programs and techniques, the richest experience of training of the Russian army of pre-Revolutionary Russia is not used to the full extent, and also not enough attention is given to the problems of spiritual and moral education. To improve the situation in Moscow at the Saint Tikhon Orthodox Humanitarian University for over 15 years there has been a Center of spiritual education of military personnel (under the supervision of Professor Dmitry Ivanovich Zarudny). At the Peter the Great Military Academy, an extra-curricular course of "Orthodox Culture" has successfully worked for 15 years. HSOCN has its own Center of spiritual education concerned with spiritual instruction and dissemination of religious knowledge, formation of a patriotic citizen and a moral person, and nurturing a love for the Motherland. The classes are taught by well known Orthodox priests of St Petersburg, professors of the Ecclesiastical Academy, Orthodox scholars. We hope that in the future, when a resolution of restoring the institution of chaplains in the Armed Forces is passed, it will be possible to train naval clergy at this Center.

ON THE PROBLEM OF LABOR
TRADITIONS AMONG SCHOOLCHILDREN
Sh. D. Duisembekova

A significant contribution to research of traditional culture of Kazakh people was made by Abai Kunanbaev, Shakarim Kudaiberdiev, A. Divaev, etc. "Adam bol" ("be a human being") – this provision of Abai's philosophy is still of considerable importance for moral upbringing of young people. It calls them for self-development, self-cognition and cleanup. Shakarim's philosophy – the cognition of three truths (the Truth of Faith, the Truth of Science and the Truth of Soul) – can be regarded as a methodological basis for spiritual and moral upbringing of the younger generations [6].

We have carried out a socio-pedagogical survey in a few schools in Semipalatinsk, the Republic of Kazakhstan (questionnaires, interviews, observations, visiting families, etc.). It was aimed to find out the level of awareness of Kazakh customs and traditions. The survey has shown that schoolchildren know about some traditional rites (for example, Betashar, Zhar-Zhar, etc.), but the importance of folk traditions still requires to be explained, studied and promulgated.

Traditions can manifest themselves in many customs, rites and rituals. For instance, the Kazakh marriage rite involves a few rituals, such as ritual songs (Zhar-Zhar), giving gifts, exchanging rings, etc. The traditional song Zhar-Zhar is performed in the form of an "aitys" (a competition between folk singers) between girls and Dzhigits. The girls representing the bride engage in a singing debate with the Dzhigits. The meaning of this debate is that nothing can compensate the loss of bride's free youth and separation from her mother, relatives, friends and home of her fathers. It should be noted that Kazakh pedagogy once applied a differentiated approach to upbringing of boys and girls, which was reflected in the peculiarities of organizing labor nurturing and teaching. For example, the Dzhigits had to master the following labor skills: taking care of domestic animals, being a good horseman, being able to assemble and dismantle a yurt, to fix an araba cart, to catch birds and shoot straight, to go hunting with a golden eagle, to play the dombra, to orient by the stars, etc.

Progressive traditions enable each new generation to assimilate the experience of elder generations and their aspiration for progress. Therefore, study of the labor traditions in folk pedagogy and a possibility to use them for upbringing of the younger generation becomes especially relevant in the conditions of the modern society. People has long believed

that adoption of a habit to work, development of labor skills and a sense of collectivism, responsibility for the common cause and realization of a social duty are especially important for upbringing. The ideas of industriousness and respect for people of labor were vividly reflected in oral folklore, fairytales, proverbs and sayings. The majority of proverbs describe labor as a basis of man's life and existence. An idea that success of work depends on independence and creative initiative of the actors of the labor process plays an important role among other objectives of upbringing. Pieces of folklore confirm that labor nurturing is impossible without inculcating in children skills related to labor culture.

Folk pedagogy was aimed to develop a worthy man for his society: "Atany balasy bolma, adamny balasy bol" ("Be not only a son of your father, but also a son of your people"). People believed that a key objective of upbringing was to train all-round developed people who would be capable to overcome any life difficulties. The Kazakhs have always aspired to nurture in their children the qualities that are, in essence, panhuman, such as love for one's Motherland, people, native land and home; being prepared to defend one's native land; industriousness, integrity, kindness, respect and deference to older people, courage, etc.

The above discussion enables us to make the following conclusions: (a) labor traditions, just as any other folk traditions, are associated with people's history and living conditions; they reflect their past and present; (b) in high antiquity, people realized that it was labor that enabled man to gain necessary skills and assimilate the experience accumulated by many generations; (c) people's attitude to labor as a source of life has empirically developed a didactic requirement to labor and labor nurturing; (d) knowledge about the role, importance, forms and methods of labor nurturing accumulated by people were reflected in modern pedagogy.

MAN IS A DIVINE STAR:
THE PATRISTIC LEGACY OF JOHN OF KRONSHTADT
IN THE SPIRITUAL AND MORAL UPBRINGING OF YOUNG PEOPLE
V. O. Gusakova

(for the 180th anniversary of the birth of
Our righteous father St. John of Kronstadt)

The invaluable significance of the patristic legacy is not only in the profound clarification of dogmas of faith, but in the wise edification that puts people on the right path. Regardless of the level of civilization, the creations of the holy fathers of the Church are always relevant.

Today the patristic legacy of St. John of Kronstadt continues to serve as a faithful guide in the spiritual and moral upbringing of young people. Let us look at the Christian anthropology of St. John. In his book "My life in Christ", he wrote enthusiastically: "Man is a miraculous, wonderful, magnificent creation of God, especially a holy man; he is the divine star, a lavish flower, beautiful, pure and not tempted, he is a fragrant cedar, a multi-colored pearl, a precious stone which has not price; a beautiful fruitful tree of the paradise of God!"[1]. These words of the Kronstadt pastor are particularly significant for the teenagers of today who because of their lack of education and enlightenment, in the true Russian sense of these concepts[2], take little care to reveal the image of God in themselves and those around them, or to attain him by the path of good deeds. Without any worthy heroes for examples, young people imitate "idols of consumption" (show people and pop stars) that are forced on them by the media, and in their actions they are guided by advertising slogans ("Take everything from life!").

St. John of Kronstadt said that a true image for a person is the saints whose images are depicted on icons. God created the first man "after his own image, the image of God" (Genesis 1:27). Man was the living icon of

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[1] Иоанн Кронштадский. Моя жизнь во Христе. – М., 2005, с. 451.

[2] «Просвещение» происходит от слова «свет». В православии: животворящий свет изливается от Бога на человека и одухотворяет его душу. Отсюда – просвещен тот, чья душа просветлена или одухотворена. Стремление к свету – познанию Бога и его творения есть истинный смысл просвещения.

Корень слова «образование» – «образ». Образование, равно преобразование помраченной грехами души, предусматривает раскрытие образа Божия в каждом человеке.

the One God, but because of sin he lost his initial beauty and at the same time distorted his iconic nature. In memory of the true image, Jesus Christ came to the world, embodying the Son of God. The desire to resemble Christ in everything and reveal the image of God in oneself and in others – in people close to one – determined the earthly path of the Russian saints. Their lives are a bright page in our history, which it is useful and necessary for teenagers to familiarize themselves with. Saints give an example of true love of God and people, and their edifications, in particular by John of Kronstadt, serve as a reminder that desecrating the image of God in oneself and those around one is a sin.

Over the course of time, human requirements, preferences and tastes change. Following this, the daily life, lifestyle and culture of people change. Spiritual and moral values remain eternal, which in Rus were the commandments of Christ. The most important commandment states: "Love one another as I loved you. Greater love hath no man that this, that he lays down his life for his friends" (John 15:12-13). Love determines the best qualities of the human character, shown in faith in God, respecting for one's parents, patriotism, honesty, selflessness, dedication and mercy. In the Russian language, the verbs "lyubit'" (love), "zhalet'" ("zhalovat'") (pity), and "sochustvovat" (sympathize) have become almost synonyms. Love did not mean the appetites of the flesh, but empathy with close ones, and the aspiration to share with them sorrows and joys, and provide assistance. But today people often forget about this.

A reminder of love as the higher spiritual experience is provided by the words of St. John of Kronstadt: "My God, how love and genuine sympathy for us from a close person delights our heart [1]… … in loving a close person, we love God; in respecting any person, we respect the image of God, God Himself and ourselves, for a close person – a second, fifth, tenth, 100th, 1000th, millionth and so on is I. There are many leaves on the tree, they lead an identical life, they have identical origin, and an identical form, an identical beginning and an identical end"[2]. These words, which were relevant in the late 19th century, when a split was forming in Russian society, have not lost their importance in the late 20th-early 21st century, when on television screens and in the press there is emphasis on individualism, which reaches geocentricism, and the concept of "love" is reduced to satisfying momentary lust in the passions of the flesh. The

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[1] Иоанн Кронштадский. – Указ. соч., с. 413.
[2] Иоанн Кронштадский. – Указ. соч., с. 472.

legacy of St. John sends us to true "long-enduring, "unfeigned" and "sacrificial love", which was united by the righteous marriage of Prince Peter and Princess Fevronia Muromsky (†1228), Emperor Nicholas II and Empress Alexandra († 1918). Today the memorial days of these saints should replace the western European holiday of St. Valentine, which is popular among young people, and exchange the celebration of free love with reverence for marital fidelity.

During the period of Soviet power, the Christian commandments which the Russian person was guided by were transformed into common human norms of morality. In the growing generation, qualities of an upstanding citizen were instilled, the ideals of which were declared to be fighters for general happiness, heroes of war and labor. With the collapse of the USSR, the ideals of Soviet times were subject to ridicule, while true Orthodox ideals, which for decades were driven out of the national conscious, did not take root again and were initially regarded by young people as something naïve and outdated. Young men and women naturally turned to the western mass "consumer" culture, vivid, garish and scandalous, giving the maximum shocking abilities to single out a person from the crowd (the common mass), advocating satiety and satisfaction, confirming self-love and geocentricism. In the situation any tutor (pedagogue) must direct the uncontrolled outbursts of teenagers in the desire "not to be like all the rest" on the right path, which leads towards spiritual growth.

John of Kronstadt warned the young generation of the harm of worldly temptations and satiety. He wrote: "I should not become attached to anything apart from my God, and I part with everything I can like dust under my feet, and I have one love of God and people close to me in my heart…" Like an instruction for all teachers, his words are: "A wonderful phenomenon in nature: when you put a plant in a large wide pot or in a tub, the plant puts down deep roots; it thickens, giving many branches, and the tree grows up thinly, giving few and small leaves and flowers. But when you put it in a small pot, then the root is small, and the plant grows up quickly, giving good leaves and flowers. Is this not the way with a person? When he lives with plenty of room, abundance and satisfaction, then he grows into his belly and does not grow up spiritually, he does not bring fruits – good deeds, but when he lives in closeness, in poverty, in sickness, in misfortune and grief, in a word when the animal side crushes him, then he grows up

spiritually, gives flowers of good deeds, matures and brings rich fruits"[1]. In constant worry about material sufficiency, people inevitably move towards spiritual ruin. In the fuss of daily life they do not notice that their hearts have hardened, and that they themselves have become spiritually deaf and blind. Truth, Goodness and Beauty that are inherent to God are hidden from them, and they are incapable of understanding the world and perceiving the true divine beauty that transforms and "saves the world". Only labor, fasting and prayer can put a person back on the true path to salvation.

Impelling people to do good deeds is the main task of educational activity of any pedagogue (tutor or pastor), and his personal example is decisive in the upbringing of young people. Paying great attention to this, Father John wrote: "You should never forget that we are all one body and must encourage each other to love and do good deeds… we must remember that if we have bright souls, stand firmly in faith and piety, then our flock will be firmer, brighter and purer; if the head is bright, then the members are bright too"[2].

A clear example of the use of the patristic legacy of St John of Kronstadt in educating the growing generation may be the curriculum "The earthly and heavenly battle. The spiritual and moral traditions of the Russian army", developed for students of the St. Petersburg cadet rocket and artillery corps. At the basis of this lies the thoughts of Father John on the mission of man, applied to the military theme. The educational goal of study is giving cadets knowledge about warriors who are among the saints, who served the faith and truth of their Fatherland. It is they and their victories that give worthy examples to today's youth who decided to become defenders of the Homeland at a young age. The educational task of the course is to teach cadets benevolence, diligence, peace-keeping, faith and fidelity to duty, bravery, selflessness and modesty. It is these values that form a spiritual and moral personality, to which the words of St. John of Kronstadt may be applied: "Man is the image of God – the live image of the living God; in the soul of man, especially a believer who does good deeds, the Divine radiance is reflected, His perfection"[3].

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[1] Там же, с. 300–301.
[2] Там же, с. 471.
[3] Иоанн Кронштадский. – Указ. соч., с. 544.

THE HUMANITARIAN FOUNDATIONS OF ETHNO-PEDAGOGY
AS A COMPONENT PART OF HUMAN EDUCATION
A. A. Beisenbaeva

History has shown that the Russian Federation and the Republic of Kazakhstan are multi-national states in which dozens of different peoples and nationalities live and work side by side. In these conditions, studying the pedagogical experience of our peoples becomes particularly important. At present, the problems of theory and practice of ethno-pedagogy in the Republic of Kazakhstan are being widely studied by psychologists and pedagogues, who agree that ethno-pedagogy constitutes a historical phenomenon in concentrated form, and includes all the spiritual and moral values of the people.

In publications of recent years, it has been pointed out that the method of translating culture and social experience to new generations is a mentality which is formed throughout the life of several generations, and that this process is of a historical nature. In the broad sense of the word, mentality is the genetic code of the people, which predicts the course of history. From the philosophical and methodological viewpoint, the mentality is a form and method of reflecting events, a kind of reaction or reflection of the conscience, which is reflected in the behavior of the person.

Attention to the history of the national culture is shown most intensively in the growth of interest in material and spiritual values, including works of national wisdom. However, it should be remembered that an interest in the ideas of the historic past of national pedagogy, and in sources, are in general not only linked with understanding national cultural traditions, but with moral problems that our society faces. It becomes obvious that for the spiritual development of a people, it is necessary to study the legacy of the past, and find a unity in it which arises as the result of a common and indivisible humanitarian tradition, as one of the main parts of socio-political and cultural-historical development of society as a whole. It should be noted that the uniqueness of Kazakh thought does not allow advocating national exclusiveness and discord between peoples. A love of one's country and people is combined with friendliness and respect for all other peoples.

Each people possesses and preserves their own special and united ideas. Among the Kazakhs, the national idea has always reflected a feeling and recognition of the deep and harmonic union of the person and the world, which is manifested in feeling and creating together, involving such

special qualities of the personality as nobility, broadness of spirit, hospitality and charity. K. Nurlanova wrote on this topic: "The entire vital self-awareness of the nomads is full of a recognition of the deep and harmonic link between the person and the world. From childhood, the Kazakhstan ritual culture forms this context of relation to the world, and an according way of life and behavior."

Thus, ethno-pedagogy, as a science about the empirical experience of different ethnic groups, currently requires the full attention of scholars, and a search of effective paths for realizing progressive pedagogical ideas, at the basis of which has always been uniqueness, justice, unity and humanism.

**SOLVING EDUCATIONAL AND INSTRUCTION TASKS
OF WORK OF STUDENT YOUTH AT THE INTER-UNIVERSITY
ASSOCIATON OF MORAL AND SPIRITUAL ENLIGHTENMENT
"POKROV"**

L. A. Nemchikova

Today, both the President of Russia, and the Patriarch of Moscow and all of Russia say that it is necessary to form a system of values, on the basis of which Russian society will develop. At a plenary session of the 9th congress of the Russian Union of Rectors (20 March 2009), the need to create a moral atmosphere at universities was discussed, and the creation of a high level of cultural, intellectual, moral and spiritual requirements, whereby young people would be afraid of falling out of this common system of values. At the same time, emphasis was placed on the religious component of education, as "even if one regards religion not from the ontological, but only from the sociological point of view, removing the religious factor from the sphere of education and public life was of course a colossal mistake by the country and the regime that ruled it."

If one examines the importance of religion in education, it must be understood that it will be somewhat different for young children and teenagers, for students and adults. And if one allows religion into the field of continuous education, then it is important to examine its pedagogical importance: not to teach pure theology (religious schools do this), not to examine only the features of different religious beliefs at an intellectual level (this is a matter for religious experts), but to try to see the moral component of religious literature. Holy Scripture and legends, religious holidays and traditions, and religious culture as a whole. And it is only possible to feel its pedagogical importance by showing independent activity in forming the socio-cultural environment which is different from the secularized present reality. We will examine one example of this successful activity – the creation of a different environment that allows students to become participants of the spiritual and moral rebirth of society, and what is especially important, to mutually educate young people among their peers. We are talking of the work by the inter-university association of spiritual and moral enlightenment, "Pokrov". The "Pokrov" association includes 39 universities from St. Petersburg, Moscow, Ryazan, Voronezh, Yekaterinburg and other cities (of them 3 are religious, 10 are military and 4 are regional) and two public organizations.

Scientific and educational activity of Pokrov Association. The main goal of this area is Orthodox enlightenment among the student youth environment. A special place in the diversity of educational forms is held by the "Pokrov readings", which two years ago gained the status of a Forum. Its program includes plenary sessions, round tables, discussions, master classes, training sessions, meetings with famous people, enlightening, pilgrim and social excursions. We would note that the main organizational activity was taken on almost completely by student leaders two years ago. This year, it is planned to expand the work of the Forum, including a training seminar, and receiving an according certificate for all areas of work of the Association. An important form of activity of the "Pokrov" Association is the "Znamensky readings", which are traditionally devoted to issues of school and university education, and the competition "Moral Victory of the Teacher". At the traditional "Cyril and Methodius readings", issues of preserving and developing the traditions of Slavic writing and culture are examined.

We would note that several diplomas and master's dissertations have already been written and defended, where one of the objects of study of young scholars was the activity of "Pokrov" Association, and the determination of its place in the public development of St. Petersburg. At the same time, several students of the state university independently selected participation in the daily work of the Association as the place to do their work practice. At the pedagogy department of the Russian State Pedagogical University named after A. I. Hertzen, at the laboratory of Christian (Orthodox) pedagogy, a master's program was developed, and in 2008 a master's program of spiritual and moral education was opened, where students from different universities are accepted. For the first time in the modern history of Russia, training of specialists at master's level is carried out at a secular university, for working with the Church and educational institutions.

Information and publishing activity of Pokrov Association. Based on the results of the Readings held, collections of scholarly papers are published. Work is continuing on modernizing the Association's site: http://www.pokrov-forum.ru . There are regular broadcasts live on "Radio Petersburg", and a cycle of broadcasts on the Christian "Radio Maria".

Three years ago, teachers of the Association found a form of communication with student youth through printed products, which is ideal at present. As we know, in recent years there has been a decline in interest among young people in reading books and newspapers. Therefore, Pokrov

educational and enlightening pamphlets are published in the form of a

BRINGING UP STUDENT YOUTH
ON IDEAS OF KAZAKHSTAN PATRIOTISM
R. A. Dzhanabaeva

What is the essence of the idea of patriotism? The great patriot, writer B. Momyshuly defined it as follows: "patriotism is love for the Homeland, it is the link between the spiritual health of the personality and the security of the country, and so strengthening the Republic is a task for citizens who are strong in spirit. Patriotism lies in the relationship and link of the country with the person, his past, present and future".

What measures must be taken so that the spirit of patriotism is constantly present in the conscience of young people? Among the most important, the following can be singled out: (a) to stop international globalization from entering the process of the patriotic upbringing of Kazakhstan youth; (b) feelings of love and pride for state symbols should be instilled in pupils from an early age. For example, in the USA children are taught to understand that they are "children of the freest, most progressive and strongest power". Our blue flag should also instill spirit and strength in the growing generation; (c) it must be ensured that young people who study abroad with support from the state do not settle down in foreign lands for reasons of everyday convenience. A patriotic feeling is formed in a person as a result of his personal attitude to the native land, to its national values, language and culture. The problem of studying patriotism is linked with the historical past, and with the reality and contradictions of the present. The sources of Kazakhstan patriotism are: interethnic unity and harmony, a feeling of one's own worth, of belonging to this people. As the great Abai said, one should be proud of national virtues.

CHARACTERISTICS OF AESTHETIC EDUCATION IN SCHOOL BY MEANS OF NATIONAL FOLK TRADITIONS
A. Zh. Nuralieva

In modern society the interest to comprehend and actively propagate national-cultural traditions embodied in original genres of folklore and family customs, ceremonies and rituals, is growing from strength to strength. In the public consciousness the understanding of folk culture's true role and it's great spiritual-moral purpose in improving and developing society, is gradually maturing. The road to revival has always lain in the strengthening of society's spiritual roots, referencing monuments of folk culture, which in the complex process of the past often replaced abstract enlightenment. In modern conditions the onset of folk art as mass culture demands special attention and propagation. As national-cultural heritage, embedded in the human genetic code, it promotes the formation of historical memory, creative thinking and moral beliefs. This is included in the spiritual value of folk art.

The modern comprehensive school fundamentally strives to improve the aesthetic upbringing of the coming generation, to find the reserves to perfect the creative person's development on the basic traditions of folk education. The best pedagogical collectives widely in use are traditional forms of work, such as school museums, clubs, choreographic groups, vocal and theatrical groupings, etc. Considerable attention is given to the increase of classes' aesthetic orientation, the search for new forms of out-of-class work by familiarizing students with the history of their people, by mastering skills of the performing arts, by means of folk art and handicraft, the propagation of spiritual heredity and by protecting historical monuments and culture.

The task of combining the use of folk art for school education is not confined to mastering a specific set of knowledge. It is a question of shaping the school children's inner world, as well as mastering folk art technique. Thus isolated, pupils' private impressions should be transformed into a complete representation of the world of folk art. Naturally, exclusively employing literature, the fine arts or music cannot fulfill this task. Moreover, it requires a combined approach, including both in-class, and extracurricular methods of educational influence. The combination of in-class, extracurricular and those work methods in between (optional extracurricular reading lessons) should be directed at the students'

comprehension, at the systems of folk creativity, and the different approaches of entering into it. Kazakh national creativity has always included music and poetry, traditions and ceremonies, elements of theatre (drama and singing), as well as instrumental music. Aqyns, Zhyrshy and Dombrysty all possessed high associative abilities, sensitive perception of their surroundings, tenacious and long-term memory, promoting the preservation of Kazakh people's traditions regarding many types and genres of folk art.

In various genres of creative folk, such as song, the interdependency of arts is organic. Owing to the successive communication of national musical traditions, traditional poetic art has survived to this day. "A song is an still living witness of the folk lifestyle, of working life, of cults, ceremonies and games", wrote B.Asafev. In the past, Kazakh people had a patrimonial way of life and every family event was celebrated with the corresponding ceremony, which in itself formed a basis for developing tunes. Thus, songs were a kind of explanation and assessment during ceremonies. We know of several examples of ceremonial action belonging to already existing rituals, having been entirely constructed according to original performances. During weddings, for example, Aitys (lyrical singing competitions), Aqyns (improvisers) and Dombrashy-Kjujshi would visit. At the beginning of a wedding they would sing the song "Toi bastar" (opening of the celebration). This ceremonial song represented a certain interpretation of the action happening. From then onwards any ceremony was a short summarized cycle, according to which songs accompanied different kinds of actions. In the Kazakh family, great attention was paid to the bride's song, performed after the farewell ceremony; "Synsu" ("Crying"), "Koshtasu" ("Farewell"), etc. At weddings "Zhar-zhar" and "Aryz olen" ("the Song: the complaint") was sung while the bride was being brought to the groom's house. Usually "Betashar" (literally - "to show the face of the bride") is inherently instructive in character.

The most widespread songs in the musical world were lyrical songs written by national Aqyn-composers, such as Birzhan-Sal, Abaj, Ahan-Sere, Baluan-Sholak, Majra, Zhajau Musa, and others. The Kazakh lyrical folk songs, along with common ritual tunes exist to this day. Widespread tunes about loss ("Zhiyrma bes" - "Twenty five" - a song about irrevocably lost youth), for example, as well as about the nomadic cycle ("Auylym koship barady"), about everyday life ("Akzhelen"), etc. Kazakh national lyrical folklore includes many love songs. They bear the mark of domestic relations in the past. Kazakh song culture was a direct source of

knowledge, kindness, beauty, of the sublime and even today carries rich educational potential.

The ancient tradition of mourning over the deceased remains to this day. The songs "Dauys" (wail) and "Zhylau" (lament) entered the funereal-memorial cycle of songs. These songs did not only carry ritual character, but also aesthetic functions.

National cultural traditions as peoples' historically developed experience in the field of training and education, aimed at the forming of highly moral individuals, are a people's outlook which is being passed from generation to generation by means of songs, qui, aitys, eposes, dancing, ceremonies, rituals and holidays.

Thus, school pupils' aesthetic education should be based on national cultural traditions, which posses huge educational potential, most effective in promoting the process of forming a person as part of an ethno-culture, who is capable of being integrated into the system of national and global cultures, who is focused on understanding dialectic essence - from the national to the universal.

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НЕПРЕРЫВНОЕ ОБРАЗОВАНИЕ
ДЛЯ УСТОЙЧИВОГО РАЗВИТИЯ**

ТРУДЫ МЕЖДУНАРОДНОГО СОТРУДНИЧЕСТВА

Том 7
Под научной редакцией
Н. А. Лобанова и В. Н. Скворцова