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CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

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The eleventh volume of the proceedings of international cooperation contains reports of the participants of the 11th International Conference “Lifelong Learning: Continuous education for sustainable development”. Scientists and researchers from Australia, Belarus, Bulgaria, Germany, Italy, Kazakhstan, Canada, Latvia, Lithuania, Macedonia, Nigeria, Poland, Portugal, Russia, Serbia, the USA, Tadjikistan, Uzbekistan, Ukraine, Finland, the Czech Republic took part.

Educational institutions of all levels and the very content of education are gaining more and more academic freedom in all countries and student are gaining academic mobility that is the most important condition for development of continuous education. All reports mention that continuous education preserving its common features of national identity is developing as a global megatrend. It is becoming an important part of lifestyle regardless of age. That is why reports that discuss the problem of adult and the elderly education in the context of maintenance of mental health and cognitive potential are singled out into separate section. This year the most popular topics are socio-cultural aspects of continuous education and their place in formation of the specialist and spiritual and moral personality, as well as questions of training quality of teachers and professionalism of their work in the system of continuous education. Unchanged is the interest towards the sources of the process, to the questions of theory and methodology of continuous education. It seems that continuous education, having spread its influence, is becoming an active part of sustainable regional and universal development. That means that it follows those tasks that were suggested at the UN Conference for environment and development (Rio-de-Janeiro, 1992) and twenty years later at “Rio+20” Summit.

Proceedings of international cooperation can be of interest for international pedagogical community – school teachers, university lecturers and professors, regional education authorities and education managers as well as researchers and doctoral students.

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TRAINING OF HIGHLY-QUALIFIED SPECIALISTS AS ONE OF THE IMPORTANT TASKS AND FUNCTIONS OF LIFELONG VOCATIONAL EDUCATION

V. N. Skvortsov

Highly-qualified and competent specialists as an entity of new-generation experts and efficient modernization of real manufacturing are the most important factor and condition for the influence of a higher school, universities, institutes and lifelong vocational education system, which play a crucial part in innovation development of the domestic economy. Thus, regarding the training of highly qualified specialists within the system of lifelong education, we shall consider the fundamentals for our social modernization, the industrial potential structure of domestic manufacturing, the national and regional need for new specialists, and everything else which enables efficient and consistent creation of an innovative, postindustrial economy.

To meet modern manufacturing demands, lifelong vocational education is objectively interested in the development of new professional knowledge of a specialist as a person and organizational entity who strives for implementing positive and efficient changes for manufacturing. Teachers must be focused on a new image of the specialist who assumes long-term development of the company in his / her activities, employs new efficient models of professional behavior, and doesn't expect any hints from the company bosses.

What are the specialist's qualities to be formed in the university learning process and lifelong vocational education so that a specialist can conform to the new manufacturing demands and modern civil society, become an efficient employee after the studies and retraining courses, properly comply to professional and business culture standards, so that the higher-education teaching staff can consider their task accomplished? To answer the question, we shall regard personal and professional aspects of the lifelong vocational education for highly-qualified specialists.

Personal aspect. To provide the expected dynamic changes set by the state and society, many personal qualities of students must be considered in lifelong education. However, these qualities are not obvious and do not derive from the activities of social and industrial institutions, yet they indicate a fast-paced modern life and personal diversity of the life strategies among Russians. In the circumstances, as marked by V. A. Yadov, to properly meet the challenges, lifelong education for highly-qualified specialists must focus on a modern person's model, which includes at least 8 basic person's qualities: (1) openness and readiness for experiments, innovations and changes; (2) ability to accept freedom of speech of the modern society as a value and be tolerant to it; (3) urge expressing oneself and one's own individuality as a certain worthwhile value; (4) deep drive for the future rather than the past; (5) inner control dominating the external, social regulation; (6) readiness for cultural, geographic, social and professional mobility; (7) urge for socially-oriented organization; (8) motivated urge for a quality education and high professional status certified by a diploma of an exclusive domestic or foreign

feedback between manufacturing and the higher school, between the lifelong vocational education and manufacturing, as well as scientific monitoring of the learning results in manufacturing at both applied and fundamental levels. This cannot be done without understanding and rethinking the former fundamental ideas for development of a person as a manufacturing entity, i. e. all that contributes to a further improvement of lifelong vocational education for specialists employed at enterprises to modernize and develop them. Indeed, a former highly-qualified specialist as an administrative command part of economic and industrial activity was required to manage and support the manufacturing system and structure, and thoroughly control the subordinates which complied with the established model of their professional relationship. Thus, such a specialist has often performed formally without thinking of novelty and competitive ability of the goods or services produced. This has been naturally manifested in the specialist's mindset and professional activities within a particular manufacturing enterprise. Such a state of affairs often remains unchanged to this day. Experience has proven that specialists rarely have an opportunity for retraining or advanced training at special courses or manufacturing within corporate training. The main quality standard for a specialist's work in many organizations and educational institutions is still a lack of failures rather than innovations; as a result, specialists are more interested in working according to the established rules rather than searching for new solutions and risking wisely.

Professional aspect: new specialist's qualities. With the recent experience in training of highly qualified specialists, scientists and researchers more often speak of a consistent understanding of an employee's personality as a part of the general and professional culture capable of switching from a one-dimensional management to self-regulated organization. [3, p. 252–264] The idea that to develop such a person within lifelong education, the system must be based on human- and culture-oriented training technologies is confirmed more and more often. They develop as a counter to the real educational practice, which is dominated by the contrary trends. Thus, influenced by modern differentiation of managing labor, development of management caused its broad and branched diversification and educational specialization. The latter consequently changed training of managers at the higher school as well as lifelong vocational education. Presently, there are the following educational subjects and specializations in management: state and municipal management, accounting management, quality management, organization and production management, strategic management, investment and innovation management, crisis and anti-crisis management, international management, operation management, project management, risk management, etc. In this situation, the lifelong vocational education must refocus on training a highly-qualified specialist with diverse competences who is required and expected to deal with much more than is envisaged by the educational programs. The specialists must be capable of acting *as an expert as well as a person*. Their activities must comply with principles of cooperation, democracy and self-regulation which were not assumed by the former training. The lifelong vocational education must regard certain retraining for students: only after a certain stage can they become efficient leaders with new ideas, principles and career positions.

E. g., the expertise of a highly-qualified specialist at the enterprise, organization or its departments assumes that such an employee can use the

innovation potential of colleagues and generate ideas for achieving the important organization development goals. In its turn, using modern corporate principles ensures positive motivation for specialist's subordinates and makes them strive for goals of a higher, organization level. Such a form of organizational activity assumes highly-qualified department managers to constantly share their authority with their subordinates. With this in mind, lifelong vocational education must envisage a special course for developing a professional competence of organizing "self-regulating teams" in the departments and managing them. Such activities enable the colleagues to develop a unique sharing culture, create efficient connections in the departments and mutual trust between the employees, and avoid disintegration and organize the integrated performance. Innovation projects as well as organizational and technical changes are carried out more successfully and consistently with such organization of production. Organizational connections of a new level are created in the department. They transform structures, sz rt r]œurn] S nth] r r mevi n

So far, we have only considered the tasks of lifelong education directed inwardly into the production or company. However, there is another direction connected with establishment of the socially-oriented market economy, expansion of intercultural, civil and political practices of the individuals, the need and interest of the Russian society for improvement of a labor and professional culture. This creates the need for development of new traditions in interactions between the lifelong educational institutions, organizational business structures and daily labor life. The interactions must be developed with a constant increase in the economy, production capacity and professional performance as well as with drastic changes in the technological and intellectual intensity of production. As noted by Russian economist V. M. Simchera, in the forthcoming century, humankind will be able to increase the efficiency of its resource use by 2–3 times, and performance – by over 100 times, with current total rates of social production – by 400 times [4, p. 366].

All these aspects are considered by Russian universities and lifelong vocational education more or less efficiently. It is development of the creative potential of a new quality in a modern person and adjustment of the training standards with perspective labor and professional requirements which are common for the postindustrial economy, etc. Success fully depends on the cultural potential of education for highly-qualified specialists achieved by us within the higher school and their lifelong vocational training as well as on a profound understanding of current training and retraining tasks.

Conclusions. To finish the article, we shall note 3 important positions.

(1) Solving issues in lifelong vocational training of highly-qualified specialists assumes the creation of organizational, social and economic conditions for every student to be able to develop professional competences which aid him / her to creatively and intensively perform their future job. This can be affected through the development tools of modern Russian higher education aimed at the development of a new employees' labor behavior, their inclusion in the professional differentiation and integration and development of new social and economic features of production. Thus, the given tools must be regarded with relation to the history, culture studies, economics, and social studies, as well as didactic contents of lifelong vocational education.

(2) Lifelong vocational education must be developed within a certain long-term strategy and logical and mature contents enabling connecting the time-proved theoretical and empirical knowledge with the intercultural formation of modern, highly-qualified specialists and encourage teachers to elaborate the integrative development of various educational subsystems suitable for our country's economic situation. This will organize an efficient educational policy at all levels of retraining for specialists, which is the essential foundation for the economic and social modernization.

(3) Efficient development of a modern Russian higher school, including its teaching practices in lifelong vocational training for highly qualified specialists is obviously connected with organized integration of Russian universities into the European education system. These processes are linked to our real possibilities for improvement and creative deployment of the intercultural contents in educational and training programs of lifelong vocational education. The intercultural interaction enables finding certain boundaries when the urge for diverse and consistent training escalates into the opposed, boundless relativism unacceptable for our society. At the

same time, the mentioned process provides an opportunity for the educational institutions to use certain home and foreign methods based on various standards and traditions, which allow a Russian higher teaching staff to understand its value and place in a theory and practice of the lifelong education.

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ADVANCED TRAINING AND TRAINING OF STAFF FOR BUSINESS: THE STATE OF THE ISSUE, PROBLEMS AND SOLUTIONS

S. V. Ivanova

This report covers the state of the field of advanced training and training of staff for the areas of production and business, and studies the problems and ways of their solutions during the last ten years. The report shows the specific forms of a solution for lifelong education problems in the area of business management, and developing a system of corporate training in Russia. The report substantiates the need for interaction between the corporate training system and the system of professional training.

It is well known that at the present time employees are getting older, and there is a lack of staff, especially in the area of production and manufacturing. It is necessary for several reasons to pay special attention to the advanced training of specialists. According to the results of recent surveys, "HR managers consider advanced training to be one of the most important instruments to overcome the deficit. Under the severe deficit of qualified staff, 70% of companies consider personnel development to be priority number one, whereas only 11% think that attracting staff from the outside will help to solve the problem. The following instruments were mentioned as instruments that can help to fight with the deficit in the work force: development of necessary qualifications inside the company – 67% of HR directors, attracting employees from the market – 56%". [1]. According to the opinion of one Russian researcher, "in several large corporations specialists, tutors, teachers, coaches, etc. are chosen among highly qualified workers, group leaders, foremen, and engineers, and are prepared for the purpose of training, advanced training and support of qualifications of general professional occupation staff" [2]. These specialists are professionals who are involved at preparation of personnel at the job places. In western countries special attention is also paid to training at job places: "Our research revealed that on-the-job training (68%) and corporate training (50%) are considered to be the most efficient ways of training. Almost half (45%) of applicants received prior training before employment at the expense of the employer" [3].

According to the above-mentioned opinion of the author, "interaction of the system of education with the employers is difficult and contradictory. At the present stage these relations are built in different way. *First of all*, positive interaction of a higher educational institution and a company is expressed in the following: (a) interest of the company in the staff prepared by the higher educational institution; (b) organization of practical training of students; (c) support of the scientific research work in labs of the higher educational institution; (d) improvement of the material base of the higher educational institution for organization of scientific research and preparation of young scientists; (e) implementation of the scientific research results of specialists of the higher educational institution into production, etc. There are many examples of this kind, and they need to be understood, to convert into the smoothly running mechanism. *Secondly*, mutual requirements and

claims: the employer is unsatisfied with the system of preparation at the higher educational institution, but the employer does nothing to change this situation. However, even in this situation we can see the move away from the theoretical claims, more and more often representatives of higher educational institutions and of the employer try to negotiate. The positive trend is that the third component is disappearing – lack of any interaction at all. More and more large employers have become less indifferent: they understand that the quality of work of a higher educational institution will influence the future of such and such production field. This understanding encourages a more active switch of representatives of the labor market from the position of outside observers and critics to a position of active participants in the full-fledged improvement of conditions for training and creation of strict requirements for graduates. Employers should be invited by higher educational institutions for participation in developing standards of higher education, in detailing the list of specializations and professions, and in development of the list of necessary competences” [4].

The problem of creation of a professional qualifications system is mentioned as being important in V.V. Putin’s article “Rightful organization of society and economics – the main condition of our sustainable development at the present time” [5], but is not solved. Solving this problem will be a real input into the development of the higher education system and development of commercial production and economics.

It is obvious that advanced training is an acute problem due to the specific character of modern economics, and due to the present state of the system of professional training. Let us look at this problem in retrospective. To some extent we can see a tendency towards improvement. Analysis of the situation in the 90s – early 2000s provides an indication about the existence of problems in organization of training, advance training at state and non-state institutions, and in the system of preparation of staff in general. The role of systematic advanced training and lifelong education was underestimated by businesses, and the educational institutions and organizations were not ready to provide the sophisticated advanced training of specialists of that category. Generally speaking, there was a gap between the demand, which, however, was not clearly articulated, and possibilities of educational institutions that were operating according to the old patterns, and did not receive clear signals about their role in the new conditions. Several years ago the author mentioned that “there is no system of lifelong education in an organized and steady form <...> various systems of training at large production and other commercial structures were not universally developed, and were not widely used in mass practice of lifelong education. Unfortunately, professional training institutions have not yet found their rightful place” [4]. The research made by Coulso-Thomas in 1999-2000 that covered 69 companies was also evidence of the fact that “corporate training is now standing at the parting of two ways” in world practice. The existing courses and programs have almost run out of steam, and that is why it is necessary to look for new methods and techniques. <...> in many cases the companies do not have a clearly defined opinion about what and how needs to be done in the area of education” [6]. The previous opinion of business managers that the traditional system of advanced training was not capable to deal with this problem, turned out to be incorrect. Under

the influence of the spirit of the times, the industry-specific systems of advanced training that used to work according to the old pattern and suffered a deficit of financing started looking for the sources for their existence, and consequently, started solving the problems connected with the requirements of the real labor market. Below you will see that educational structures still more efficiently solve the issues of organization of the lifelong education system than production itself.

Changes in solutions of problems of selection of staff for the system of extended education have also become noticeable. In many cases this drift relates to the outflow of teachers with doubtful qualifications from the perspective of practical knowledge of one's field of teaching. Nowadays managers originated from governmental structures, top managers of state corporations and commercial companies often become department chairmen, and supervise different degree programs at state and industry-related educational institutions and organizations in the systems of advanced training (and also other systems). This is a good solution, especially if such specialists have degrees and academic titles. We may say that the market of educational services in the business area nowadays is long-standing, and that successful business coaches and consultants have their own educational organizations, while some of them become freelancers, and those who were not successful, do not withstand the competition. Corporate systems of training have become popular nowadays, however the question of whether they are assigned more priority than they deserve is still open.

So, here the tasks are clearly defined: to make a choice between short-term training sessions and systematic lifelong education. Probably, this is the reason for the foundation of corporate universities. Their founders believe that the corporate training system not only provides training, but, if done right, helps to develop the universal corporate ideology, the image of the company and its employees, creative approaches, the conditions for development of strategic ideas and their accumulation. What are the preconditions for the choice of the corporate system of training? They are learning subjects relevant for a specific commercial structure, daily practical activities ("case" studies), development of skills necessary for a certain company by means

quite pragmatic in its solutions, and education is expensive. An expert study of opinions of students of two categories (top managers and middle-tier managers) in the systems of corporate training and in several organizations (anonymous poll) demonstrated a variety of opinions, however, a negative tendency can clearly be seen: from full dissatisfaction (“waste of time”) to expectation of results in future (“maybe it will be useful for some purposes”). Despite the search of modern educational techniques and the quite large amounts of money spent for material and technological maintenance of such an educational process, students sometimes don’t approve it, since the case study that simulates the real production process does not satisfy employees who wish to upgrade their qualifications. Their life in the working environment is much more difficult than games like “Monopoly” and other “performances” and “simulacra” that are part of the case study. This is also a reason why the involvement of managers and experts is efficient and in high demand. We need dichotomic decisions that make it possible to combine information about the new tendencies in the development of science and production with real practice during advanced training, which is a complicated mechanism, although mediated with the simplistic approach.

Nowadays great attention is paid to the following area of work with regard to upgrading the qualifications of staff. Top managers and middle-tier managers and experienced employees undergo training which considerably upgrades the level of their qualifications (MBA, postgraduate studentship, doctoral program, etc.), and specialists receive training in the form of training sessions and on-the-job training. In certain circumstances it may really create the cumulative effect of efficiency of work of the whole structure. Let us again pay attention to the results of the research of Hays global recruiting agency: “...applicants highly appreciate the efficiency of on-the-job training and think that companies should actively develop and promulgate the probation programs. More than 1,000 young people took part in the research. The following answers were received to the question “what kind of training will be able to help them to succeed in their career in the most efficient way”: on-the-job training – 93%, training as an “apprentice” – 90%, probation – 84%, study at a higher educational institution – 78%” [2]. It should be noted that according to various data, in different countries of the world on all continents there is a combination of corporate (through tutorship, sharing of experience, exchange of functions and change of functions under the guidance of highly experienced employees) and long-distance (at different external educational organizations and institutions) advanced training [7].

The above-mentioned state of affairs mainly relates to large corporations. So, what is happening in the mass practice of small and medium-sized businesses? The changes are not so significant. Often items of expenses for training are quite moderate, training is seldom systematic, and is often organized in case of a production necessity (supply of new equipment, problems with clients, etc.). Company managers, who rarely upgrade the level of their qualifications, do not consider education through the lens of a professional vision of the role and place of education. Two cases should be specifically mentioned: the first one is when upon hiring an expensive trainer for two days, managers of the operating structure expect to receive an effect the very next day; the second case is when through systematic training which nevertheless does not allow managers to see the

our research, we made the conclusion that many companies will continue to “finish” improving their system [8].

Thus, it is obvious that many business structures aren't ready to manage knowledge, or to use this resource for efficient and “breakthrough” development of their businesses, and do not consider education to be an instrument and factor of innovative development. On the other hand, the system of professional training and advanced training can still hardly find points of interaction with businesses, and does not meet the requirements of businesses, or is incapable of demonstrating its opportunities. Business structures do understand that they need competent specialists with relevant knowledge and high motivation to solve specific organizational tasks. This is a good reason for foundation of the ongoing institutional training unit within a large commercial organization. Would a system of professional training be able to propose such a format? This considerably changes the essence of advanced training; it is a serious appeal to a change of approaches, to a change of the “training offer” made by professional training institutions.

The educational sphere in all countries of the world is quite a thoroughly studied field, both as a part of society and as a branch of scientific knowledge. To a certain extent the results may be quite predictable, and are determined by the use of certain approaches, technologies, methods, forms and functions. The most efficient and rational ways can be found in organization of a training unit or an institution with a clearly defined structure and its own zone of responsibility, or in cooperation with the existing stable professional educational institutions as with long-standing partners, like-minded entities that perform scientific enquiry, and test new approaches.

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INDICATORS FOR ASSESSING THE QUALITY OF WORK OF EDUCATIONAL INSTITUTIONS

U. I. Inoyatov

At the present time, assessing the quality of the work of educational institutions is a major focus of interest of education management bodies at different levels.

Indicators and indices are the central issue when developing programs, strategies and concepts for development of the education systems at different levels. In today's concepts, education is considered to be a social benefit, where the main indicator of the evaluation is a "guarantee of equal access to the elementary and secondary-level education of similar quality". The indicators and similar methodologies of calculation and analysis make it possible: (a) to move from opinion and judgment to the validated assessment of state and development of the system; (b) to develop an instrument for the evaluation, control and incentive of education management bodies at all levels; (c) to develop an informative basis for public dialogue with regard to educational policy and areas of further development of education¹.

In recent years two tendencies have become clearly visible in management of education in general and quality of education in particular, which, in our opinion, dramatically change the situation and bring analysis and management of education to a cardinal new quality level:

the first tendency – development of quantitative analysis based on education statistical data, external assessment of students' achievements, and processing of sociological research results, which makes it possible to move from judgments and opinion to the justified analysis, forecast, determination of interrelation and interdependence of different factors influencing the results of functioning of the educational system, pedagogical and management activities;

the second tendency – step by step shift in priorities in management of education from the focus on the process to focus on the result, which is expressed in development of program-based and project-based approaches to management of education, implementation of methods focused on achievement of the result.

Variation of educational programs and diversity of training techniques enhance the understanding of the fact that similar results may be achieved in different ways, and the choice of the best way depends on many individual characteristics of a specific structure of the education system, and that strict regulation of the process does not always represent the best way of management. Test techniques of the evaluation of students' achievements became a pivotal impetus to strengthening these tendencies pertaining to world-wide changes in education management, which provides not only for cardinal new opportunities for carrying out comparative evaluation of students' achievements in educational

¹ Громова Л. А., Траницына С. Ю., Тимченко В. В. Качество образования в контексте программы ЮНЕСКО «Образование для всех»: русское видение / под ред. Г. А. Бордовского. – СПб.: РГПУ им. А. И. Герцена, 2006. – 72 с.

institutions, regional and local educational systems, but also creates the basis for objective comparative evaluation of the educational systems themselves in terms of their quality, accessibility and effectiveness. The development of educational statistics as an instrument of analysis and information support for decision-making has become an equally important precondition for bringing education management to a new quality level. Uzbekistan's participation in international education statistics programs made it possible to develop a basis for new understanding of the role of statistics as an important analytical instrument in analysis and management of education, to switch from collection of information to information support for decision-making, based on educational indicators. Thus, it's possible to formulate and, to a considerable degree, implement a practically new approach based on indicators and information, and analytical support for making management decisions with regard to the evaluation of quality of education at all levels of education management.

The notion of "quality of education" doesn't have a generally accepted definition. This is quite natural considering that different groups of consumers read their own thoughts in these words, and researchers interpret them depending on the targets of their research. Nevertheless, it's possible to distinguish two main approaches to the notion of quality: in the first case, it is considered in the sense of meeting the standards and the quality of conditions of the educational process; in the second case, it is interpreted as meeting the requirements and expectations of the participants of the educational process. For the purpose of management of quality of education within the educational system of different levels, it is expedient to unite these two approaches and to consider the quality of education as a level of solving of a number of educational tasks. Consequently, it is expedient to consider education quality management as the management of the education system for guaranteeing quality.

Openness of the education system means having factors influencing educational results that do not depend on the management system itself. Thus, the external social and cultural environment in which the educational institution is working has a great impact upon the level of education results. The level of education results largely depends on the volume of resources spent. The availability of the centralized regulatory base for allocation of financial resources makes development of the education system dependent on personal priorities and the responsibility of local managers with regard to development of education in the region. Thus, in the course of an evaluation of quality of education, one cannot expect similar results from education systems existing in varying conditions, that do not depend on the education systems, and that have different resources for development.

The analysis made in relation to modern approaches to the notion of quality of education and its assessment makes it possible to develop the structure of the system of indicators of education quality for the purpose of its management.

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CORPORATE TRAINING EXPERIENCE FOR LIFELONG EDUCATION

A. M. Novikov

Introduction

Corporate training is a part-time vocational education, training and advanced training for employees at enterprises and institutions¹. Distinctive feature of vocational education for employees at enterprises (institutions, companies, corporations, etc.) is that it is not a part of institutional education, but one of subsystems of operational management at an enterprise which provides goods, services or information. Therefore, vocational training becomes a tool for solving general organizational and economic issues of the enterprise in tactical and strategic ways. To understand and estimate the role, possibilities and development trends of the subsystem, we must match its mission to certain stages of socio-economic development.

Researchers have noted that 3 industrial eras consequently followed one another during the 20th century: (1) a mass production era in which qualification was defined as an employee's ability to produce goods (perform operations) according to enforced standards; (2) a mass marketing era in which qualification was described as an expert's ability to define his/her attitude to the job, understand it, suggest changes or adapt to them; (3) a postindustrial era in which the "qualification" concept concedes to a "competence" idea, meaning a set of abilities which enables responsible and accurate performance of activities finally realized within key competences (the ability to efficiently interact in socially diverse groups, independently solve non-standard issues, act professionally by being responsible and improving skills and algorithms).

Each era was dominated by a certain operational framework for enterprises (companies or corporations). Mass production is characterized by scientific business management. Line production demanded the work of all employees to be standardized and operation of divisions to be synchronized. The mass marketing era was featured by the "human relations" idea. Changes in the framework were caused by: understanding the role of informal staff communications, which could significantly change operational efficiency; increased legal power of trade unions defending employee rights; need for attracting consumers to goods. The postindustrial era is marked by the idea of enterprise as an open social system. Since manufacturing time for goods and services has been essentially decreased, the viability of companies now completely depends on creative decisions and management. Intellectual potential becomes the enterprise's main assets. These conditions determine relevant development forms and stages of vocational staff training. Corporate education involves various forms of staff training, from company instruction to development philosophy.

Staff training has several features. An adult employee has 5 distinct qualities: (1) self-identification as an accomplished person; (2) greater socialization

¹ In USSR, this mode of studies was called "Direct staff training and advanced training in industries".

due to larger life, professional and social experience, which is a reason for greater responsibility for the work done by the employee; (3) readiness to study (motivation) defined by the urge to solve one's own professional as well as socio-psychological issues happening at work; (4) focus on instant application of acquired knowledge, skills and abilities; (5) interest in a basic selection of optimal expert decisions since education is mostly governed by making such decisions.

Corporate education is developing rapidly. Notably, the experience acquired in the field can often be successfully implemented with certain adaptation at general and vocational education institutions. We consider several examples, in 2 aspects: firstly, in terms of application of experience as educational forms, methods and technologies for students; secondly, with relation to educational institutions.

Educational forms, methods and technologies

Training is a method oriented to develop knowledge, including social knowledge. Trainings are widespread in corporate education. Training can be regarded from various points of view as: (a) specific "drilling" in which required behavior is formed with positive enforcement; (b) practice in which skills are acquired and drilled; (c) active education with the purpose of passing certain knowledge and skills; (d) creation of conditions for self-realization of participants and independent search for solutions to their problems.

There is no unified and generally recognized classification of trainings, so they can be divided by various parameters. In particular, 3 general types of trainings are identified by target effect and changes: (1) *skill training* is aimed at formation and development of certain skills. Most business trainings are skill trainings, e. g.: trainings on negotiations, self-presentation, sales, etc.; (2) *psychotherapeutic training* (or, a more correct term, "therapy group") is focused on changes in consciousness. These groups are associated with existing therapy trends such as psycho-dramatic, body-oriented, dance movement therapy, etc.; (3) *social and psychological training* is intermediate since it provides both changes in consciousness and skill formation. Social and psychological training is often designed to change social attitudes and develop skills and experience in interpersonal communication.

Other training types: (a) *business trainings* for executives and managers help to reduce financial and time losses, to activate reserves not used previously and to improve general productivity; (b) *post-training* (post-training support) is staff care to support positive training effects and provide implementation of obtained knowledge, skills and qualities in daily professional activity. Post-training can be carried out as seminars, workshops, reviews of training parts, coaching and counseling, e-mailing with trainers, and distance courses. Coaching is a certain type of trainings.

Coaching is an individual development program performed within group learning, the result of which is an updated ability to achieve the goals set in the most optimal way. The program starts with testing and estimating each participant by professional *coaches* with psychological education and broad experience. Hence, in a specially created map, participants can observe their potential, strengths and weaknesses. The coach works with each participant during the whole course of professional training (re-training), aiding the participants to capitalize strengths and compensate weaknesses. The program is combined with

general and group trainings. The coach determines the level of participants' success in social interactions, how they express their leadership skills, how effectively they use their individual resources (time, contacts, money, qualifications, etc.). By application, *career coaching*, *business coaching*, *personal performance coaching* and *life coaching* are defined. We also want to speak of a coach's role. A coach is an individual trainer and psychologist. With certain coaching techniques, a coach does not advise but "listens" and asks the "right" questions which aid people to activate their abilities and possibilities to improve comprehension and exceed habitual beliefs and limiting stereotypes, i. e. teach people to self-develop. Support and guidance of students helps them to study individually, and make their own decisions to solve problems and tasks in their life, career and business.

Various trainings and coaching gradually develop at the advanced training faculties for teachers and educators, but can also be used in other educational institutions.

Simulated education, a didactic system which is often called "active education". However, this does not reveal its specific character since activity is a requirement for any educative method. Simulated education is based on modeling various relations and real-life terms within the educational process. Organizing students' activity and adequate social life transforms a school of knowledge disconnected from reality into a school of life and activity, ensuring its students with natural socialization and making them active in their lives. Focusing students on social, scientific, cultural and other realities allows them to see their life perspectives and, therefore, plan and deliberately develop their abilities.

Technically, simulated education has 2 methods: (1) *analyzing a particular situation*. A real situation with certain positive or negative consequences is given. Students must identify a problem, state it and determine its terms, chosen solutions, and their adequacy, etc. The act already done is analyzed in this case; (2) *solving situations*. An unsolved situation is modeled. Students must not only state the problem but, having united in groups, study the options for its solution. Then there is "defense" of the solutions, and a group discussion is organized.

Advantages of simulated (modeling) education are: (a) an active approach (as opposed to verbal), organization of group study activities. These activities develop communication, thinking, self-consciousness; (b) use of a group as a means for personality development through immediate self-evaluation and self-control as group activities enable everyone to participate in discussions in a scope each particular person is capable of: these can be positions of a leader, creative brain, opponent, listener, etc.

We consider the 2 most common types of simulated education. 1. *Business simulation game* is a simulated real situation modeling when participants act as if they follow the given roles in reality. Thus, reality is replaced with a certain model. Examples are staff exercises and military maneuvers, simulators for technical system operators (pilots, EPP operators, etc.), administrative simulation games, etc. Business simulation games are often used for learning. Besides participants, arbitral groups managing the models, recording the game course and generalizing its results, are important as well. 2. *Case study* is a learning method. Students are supplied with a packet of controversial documentation, or *case*: materials on some

company activities or particular original historical documents, etc. The task is to sort out the facts and form one's own attitude, evaluation and expert opinion.

Action learning is a training method for enterprise staff. Each participant works on an individual project by planning required actions and carrying them out. Planning the steps for solving the task and analyzing the actions done is performed within working group sessions. Generally, a group consists of 5–6 enterprise employees and an advisor. Meetings take place once in 2 weeks or a month. The task of each session is to study one's own and one's colleagues' experience in solving a real problem (project) through asking questions which help each participant to understand what and how must be done. Results are discussed at the final conference. All enterprise employees, representatives from clients and other associated groups participate in it and the task is to discuss all changes which happened in the organization within the course of action learning. This method can be employed at schools, colleges and universities.

Time management is a development program for students' self-discipline with relation to time resources used. This system of exercises ensures orderly improvement of one's own performance through formation of a habit to order upcoming affairs, set priorities, define important, urgent, less urgent and secondary tasks, and based on this list, to plan a performance sequence. The program value is notable in time tight for solving several diverse tasks. Time management is widely used in corporate staff training. However, it can be applied for other stages of education, including nursery schools.

Development of educational institutions

We now shall consider options of employing corporate training experience for sustainable development of educational institutions in general.

Learning organization is a 1990s trend in organizational behavior based on admittance of knowledge value for improvement of a competitive position. Organizational knowledge is contained in products of human activities (databases, formatting), organizational structures (roles, benefit schemes, procedures) and people (abilities, values, practices). For various experts, there are different ways of exploring the world. Therefore, learning procedures shall consider these basic differences in methods of gaining experience. Learning ability involves many structural and functional features of companies and is beyond planning and realization of corporate staff training. The development level of a training company can be analyzed with regard to: events encouraging learning; delegation of powers to subordinates; development of internal PR; active information exchange with environments; development through experience of other companies (benchmarking); introduction of innovations; group discussions of problems and search for solutions at all levels. Apparently, these approaches can be successfully deployed in educational institutions for their innovation development.

How can a company become a learning organization? There are 3 important conditions, successful accomplishment of which contributes to establishment of the learning organization.

1. Company management interested in working success. Learning organization starts from the boss realizing the need for ultimate changes. This is a quite difficult yet essential condition.

2. Special methods used. This is project management and various forms of this approach among widely known methods, and action learning among less popular techniques. A learning organization can be established by transforming every and each project into a learning one. Action learning is a technique which creates culture for a learning organization. By using it, the company learns to cope with a gap between theory (assumed actions, knowledge) and practice (activities). Action learning is one of the most efficient ways to establish culture for a learning organization through its employees' development. Thus, a non-transferable "know-how" is not particular employees with their experience and knowledge but the culture of organizational learning and development.

3. Management and organization development advisors involved. This condition is important for several reasons. Firstly, working together with project advisors significantly boosts and facilitates the process, as a management and organization development advisor does not only apply changes in the company but is also an example of learning approach in work. Especially, as far as re-thinking and changing the company's development is involved. Secondly, an advisor deploys specific methods which include learning organization techniques. Thirdly, to see the obstacles limiting the company's abilities for learning, an onlooker is needed. In fact, at the initial stage, an advisor's work is to help the company's management to view the whole scheme of how the company functions, what the company's chances and options are, and what limits its efficient development. With properly determined priority areas to be changed, the terms and success of the whole project are measured.

Learning organization is a combination of advanced management tools rather than a new model of organization development.

Knowledge management is a consistent approach for determining all theoretical and empirical data, which an organization, enterprise or institution needs to accomplish the goals set, as well as for this information to be distributed and applied by the staff. Experience gained in a certain project and formalized in a computer database with the *company's* knowledge can be further employed in new projects. *Knowledge management*, being a part of modern management theory, deals with problems of generalization, processing and usage of knowledge on contents, forms and methods of organizational management. Generally, knowledge management is defined as a consistent and targeted creation, distribution and application of knowledge (information) critical for a company's strategy and goals. Knowledge management involves organizational and technological components. The organizational element is a company's policy with regard to knowledge management, i. e. various administrative procedures for storing, structuring and analyzing the data to efficiently use it in the future. Technologies (mainly IT) implement the administrative procedures, yet can not replace them.

In project management, *knowledge base* is information formalized and specially organized in the information system for project management by standard networking project schedules, project management tools, etc. Knowledge base contents are arranged, associated and represented in a way to be reusable for generation of new knowledge and solutions for a particular project with specific software tools. Besides working schedules, in project management, there are also: decision-making procedures, project participants' roles, projects structure, projects

life-cycle stages, interactions and administrators' activity results. Standard roles for project participants are assigned images for standard elements in the organization (e. g.: project manager, administrator, etc.), having their strategies and performing certain actions in the project. The working schedule for each project is unique, yet can consist of previously used practices saved in the knowledge base.

Standard project structure is base structures for: work breakdown, organization, resources and various secondary structures for, e. g., project costs or coding. Standardization of project structures is the most essential element of project management in any modern company which enables cost reduction for project planning and control, comparison of diverse projects, and preparation of analytical reports on project performance, etc. Unified terminology allowing all employees to equally understand terms and definitions of project management is an important step for using standard project management solutions.

Apparently, knowledge management technologies will be the most prospective for large educational institutions, e. g.: federal universities, educational centers, etc.

Benchmarking is a learning method. The term shall be defined as a comparative evaluation of a situation, e. g. company's activity or staff based on certain factors. These can be working efficiency and production quality, satisfaction of clients and various staff categories with activities of a company, its staff, management, etc. A comparison is performed with a successfully functioning structure, thus a company can belong to a different industrial branch than a comparison model. The *benchmarking* objective is to search for new options for improvement and further development of a company or staff.

Educational outsourcing implies the involvement of an external educational institution, consulting company or educational center for staff training, retraining and advanced training. Reasons why companies invoke educational outsourcing are: (a) growing complication of the business processes; (b) the urge to get maximum performance quality with reduced costs; (c) the possibility to release resources and focus on main activity; (d) critical need for new expert knowledge, etc. A classic example of outsourcing for domestic educational institutions is a student internship at enterprises. Other instances are when education is partly performed in resource centers, etc. while, in the long term, development of educational centers and online universities.

Crowdsourcing is a transfer of certain functions to the general public based on a public offer which does not imply signing a labor agreement. While in outsourcing, the work is executed by experts for certain money, with crowdsourcing a company usually pays nothing or little. All required work is done by unpaid or low-paid employees and volunteers who spend their free time to create content, solve problems or carry out research and development.

Franchising is granting the sole rights for one's own educational program abroad to a foreign educational institution or legal body. Thus, within franchising, the Russian International Academy for Tourism educates students through Italian and French educational institutions for tourism. The International Institute of Management LINK provides education through programs of English Open University. However, we do not know if any foreign institutions have franchising with Russian educational institutions.

Business education is another trend in vocational education for adults which is relatively new for our education and fully connected with the market economy. Generally, business education is vocational training for people participating in management of companies and enterprises which are market-driven and profit-making. Principles of educational and organizational activities at domestic business schools are as follows: (a) pragmatism as focus on business and entrepreneurship development, practical specificity and individual significance of educational material; (b) interdisciplinary education which ensures learning of economic, management and law subjects as well as issue-related courses; (c) theoretical and empirical understanding of the economy, situational approach, real-process modeling; (d) dialogue between educational centers, social practice and environment; (e) flexible programs, module-based further vocational education; (f) diversification of education due to various educational goals; (g) various education levels, forms and methods, incl. training of teachers and advisors for business schools and centers.

The competence approach in business education envisages wide usage of interactive lessons (seminars in dialogue mode, computer simulations, business and role-playing games, real-practice situation studies (case studies), action learning techniques, applied projects (incl. after the company's materials), psychological and other trainings, etc.) together with extracurricular activities. Some business schools practice lessons at real companies, e. g. where students work. Students even can open their training business for practicing the methods learnt. After course completion, such a business is "inherited" by the next students who continue experimenting with it.

Another important activity of business schools are social clubs or networks which often grow into global communities and online alumni fellowships. These communities are a benefit for students and applicants as well as business schools. Besides good advertising, alumni clubs often provide their school with financial and social support, employ future graduates and some even participate in the educational process. Distance-learning programs of certain schools include consulting and communication with tutors and advisors from the global community. Alumni clubs can be useful for development of many domestic educational institutions. The alumni club of the Moscow Institute of Physics and Technology and its activities are a good example.

Thus, we considered some options for employing the corporate training experience at educational institutions to improve the educational process as well as to develop educational institutions as organizations.

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EDUCATIONAL PROJECT – RELEVANT FORM OF CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

O. I. Shilova

Drawing on the example of apprehending the process and results of the accomplished educational project, we will try to prove that an educational project is a modern form of informal in-house training and continuing professional development of teachers.

The two-year Russian-Finnish project “ICT-Environment of Learning, Creating and Using Together” was completed in late November 2012. The objective of the project was to develop and improve teaching methods using electronic (digital) materials both in class and remotely based on modern teaching models and technologies and to ensure their application in school. This project became a sort of a unique experiment both for teachers and school principals, and the international team of experts. The process of training teachers through activity was implemented within its framework. In the training process the participants of the project, five schools in Finland and five schools in Saint Petersburg, jointly created electronic study materials (hereinafter the ESM) for learners. The participants had different experiences both of using information and communication technologies (ICT) and comprehension of the general pedagogical tasks set by the Federal State Educational Standard of General Education (hereinafter the FSES of GE). The project was also a form of training for a team of Finnish and Russian experts, each of them having his own experience, conceptual framework, and methodological approach to teaching. The team jointly managed the educational process in the project. The primary task of the project was to show how the use of ICT in the educational process ensures the greatest effect and helps to solve new tasks of teaching related to the implementation of the FSES of GE.

The participants in the project identified the following meanings of the key words from the name of the project: firstly, *learning environment* is the condition in which the processes of teaching, studying, interaction and learning take place. These processes involve different subjects: learners, teachers, parents, administration, and project partners that enter into different educational relations and implement different roles; secondly, the key word “*together*”. Its meaning also has expanded considerably. “Together” is work both in the project team with Finnish partners and jointly with their students, their parents, colleagues that are not participating in the project, and other project teams. Thus, the project participants concluded that acceptance of the idea of the environment in general and information- educational environment in particular requires: (a) a change of the roles of the teacher, learners, and school administration in the educational process; (b) acceptance of the activity-based model of organization of the educational process, that is when the learner does not just listen, remember, and answer but

The participants agreed to understand electronic study materials as a concept, its core being an electronic educational resource (hereinafter EER) accompanied by methodological materials that include (a) planned educational results of using the EER; (b) a pedagogical model of using the EER in the training process (where and how it is proposed to be used); (c) possible instruments of assessing the degree of achievement of educational results by learners while using the EER. In the conditions of implementation of and working with the FSES of GE electronic study materials, all participants in the educational process make a substantial contribution to the development of the information-educational environment of a school, that is the creation of modern conditions facilitating achievement of the results of education stated in the standard. Quite important is the achievement of understanding by all project participants that ESM are really materials with new opportunities, allowing the achievement of the modern quality of education. ESM are not just electronic resources offering or illustrating some study information, but rather activity-based materials that enable learners to analyze, evaluate, construct, reflect, discuss, work in a group; that is, they form universal study actions, and develop cross-subject skills that are important both in learning and life.

The work of the project was supported by an international team of experts, this support including the development and coordination of the key positions of the project, assistance to the participants of the project in understanding and implementing these positions, development of tools for the participants to apprehend and evaluate the progress of the project, and organization of reviews and meaningful interaction of the partner schools. A key moment in the project was the development of the principles providing the basis for the development of electronic study materials.

The project resulted in the elaboration of *three major principles* of EEM development: (1) *pedagogically expedient use of information and communication technologies*: understanding and identification of the planned result of using the EEM that cannot be achieved or is harder to achieve without using the ICT as well as the fact that work with ICT provides the learner with competencies, development of subject, and cross-subject and personal skills; (2) *pedagogic flexibility of EEM*: designing EEM not as a ready and informationally finished product, but as a resource that allows for the active and individual work of learners, and educational interaction; (3) *visualization of the process and results of the learning activity for learners and teachers*: selection of methods and means of forming evaluation in the educational process using EEM and development of criteria of assessment of the results achieved by learners while working with EEM (possibly, jointly with learners, in the language understandable for them, for self-assessment). Another key element is the achievement of understanding by the project participants of *which criteria are to be oriented towards in the development of EEM*. The criteria in the project ideology served the orientation basis for its participants to analyze the changes that may occur in the process of the project in the school, in its educational environment, in a particular class, in teaching of a subject, or in interaction of the subjects of the educational process.

For assessment (and mostly for self-assessment), Finnish experts offered qualitative criteria to the participants of the project, which corresponds to the

modern European trends of assessment of the quality of education. The indicators for self-assessment were the guiding questions which the participants answered while finishing the planning of the project. The answers to these questions were supposed to help different participants to apprehend their results, "to see" further strategy of development of their EEM, and to identify the plan of deployment of the project, i.e. the answers to the questions were supposed to help to guide further work in the project. Hence their name: "guiding questions". Many participants in the project referred to the activity of searching for answers to the set questions "brain-turning", and a new one in terms of using methods of diagnosis and assessment.

The third key element is selection and apprehension of *the pedagogical model of using EEM* by the participants of the project. It was very important to develop the project participants' understanding that availability of even the most up-to-date electronic resources will not provide the expected results unless learners have an assignment and/or pedagogical situations in working with resources, the fulfillment or implementation of which can incite learners to independently search, think, analyze, structure, create, design and evaluate. It is only then that resources act as a means of helping the student to become a *learner* who is an independent person responsible for his educational results. The task of developing assignments and pedagogical situations that do not lead to simple reproduction of knowledge is currently the most significant and essential task for an educational institution or a teacher considering themselves to be innovative, in creating a new school. This organization of the educational process relies on the activity-based approach – the basic approach underlying the FSES of GE.

Common problems faced by the project participants in the process of its implementation included the following: (1) *selection of the route of development of EEM*. This problem is related to the project participants' desire to develop something global and big that hardly fitted within the frame of the time resource specified for the project or even went beyond its scope; (2) *statement of the topic of EEM*. The sweeping coverage of the selected area resulted in an unclear, rather broad statement on the topic of EEM, its idea being understood differently by different participants of the project, which, in its turn, challenged the possibility of using finished EEM in different educational institutions; (3) *identification and statement of the planned results of work with EEM*. This problem is related to the project participants' ambition to include a very wide list of personal and cross-subject results of studying the basic educational program by the learners into the sphere of EEM use. In practice, a number of the results proved unattainable within the frame of the work with EEM; (4) *disclosure and description of the pedagogical model relying on the activity-based approach*. The activity-based approach is a very frequently used notion in pedagogical practice now. Specifically, used rather than apprehended in its essence and personally appropriated. Description of assignments and pedagogical situations in terms of an activity-based rather than a reproductive approach proved complicated but interesting. Solving the above mentioned problems helped the project participants understand that ICT are not so much technologies to be learnt, as an instrument of perceiving and organizing the learners' study activities. But this requires thorough reflection and reconsideration of the pedagogical basics that the information and communication technologies encourage us to change.

To cement the changes initiated by the school project, we will give some answers given by the project participants to some questions.

Question: *“How did the school activities change with participation in the project?”* Answer: “The project promoted specification and deeper understanding of the tasks of development of the school in the introduction of ICT.; “The EEM created in the project aroused interest in the learners and increased their motivation for learning”; “Other teachers got interested in the experience of their colleagues from the working group of the project and are also planning to use ICT themselves”, etc.

Question: *“How has your attitude to using ICT in teaching changed?”* Answer: “Use of ICT makes the teacher’s work diverse and more creative”; “Work with ICT was interesting for my students”; “I have seen the advantages of using ICT in teaching compared to traditional materials”, etc.

Question: *“What do you consider your major achievement in the project?”* Answer: “Joint work with children and colleagues, children’s results”; “Creation of recommendations for using ICT”; “Experience of the project manager at the school level – organization of the teachers team and learners for project development and implementation, assessment of efficiency”; “Considerable increase in ICT competence compared to the previous level”, etc. :

As a result, in the general opinion of the participants in the project, it became a significant practical contribution to the essence-related change of the pedagogical model of organization of the school educational process and obtaining a new quality of education. You can see the results of the project on the web-site of the Northwest Agency of International Programs <http://nwaip.ru/deyatelnost/proekty/ict.html>.

We hope that the arguments in favor of the educational project as a relevant form of the continuing professional development of teachers will encourage the participants in the international conference to interact in this area.

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MEDICINE AS AN IMPORTANT AREA OF LIFELONG EDUCATION

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Lifelong education became a very important issue In the twenty-first century due to the quickly changing environment, change of technological processes, and the exponential accumulation of knowledge. It is widely known that already 100 – 150 years ago the technological process was organized practically manually. That is why knowledge and skills were transferred directly from an expert to a student. However, at the same time, another scientific and technological revolution took place which demanded preparation of more qualified staff. Since that moment the well-developed countries of the world have been paying large attention to education, because of dependence of their progress and status on education. As a result, during the last century the system of higher and vocational training (professional) education has been undergoing many reforms. Large-scale implementation of the scientific achievements dictated the use of the manufacturing technologies, and consequently, the level of training of the labor force. As a consequence, the world entered the postindustrial era of development.

For the postindustrial countries, development and trade of innovative technologies became typical. The notion “innovation technology” means continuously developing knowledge, emergence of new sciences. “Continuously updating information” becomes priority number one. In order to be “skilled at this point of time” it is necessary to continuously improve one’s skills. It has an impact upon the professional competitiveness and “a place in the Sun”, the possibility to find good job and salary. So, such a notion as “lifelong learning” (lifelong education) became a vital need. A Memorandum on Lifelong Learning¹ passed in 2000 by the European Union should be specifically mentioned. This Memorandum covers issues of lifelong education in the society in general, whereas the medical community takes the lead in this process.

If we look at the history of development of medicine, we may see that the medical science during the last century has made a big push in the technologies of diagnostics and treatment. Medicine has made big progress in the area of understanding the biological processes that take place in the human body starting from simple external manifestations up to the processes that take place on the subcellular level, from simple X-ray imaging up to construction of 3-D patterns of organs and systems. Over the last period of time antibiotic drugs, anti-virus drugs, immunomodulatory drugs and other drugs have become widely used, and the process of their renewal is still going on, so these drugs are, in fact, drugs of the third – fifth generation. During this period of time surgery achieved progress from

¹ A Memorandum on Lifelong Learning / COMMISSION OF THE EUROPEAN COMMUNITIES.
- Brussels, 30.10.2000 (SEC(2000) 1832). – 36 p.

major surgery up to minimum invasion procedures. And we may give many such examples, practically, in all areas of medicine.

In today's world of information only several years go by from the moment of opening until the moment of practical use. At first, an increase in the amount of information resulted in "conveyorization" of medicine, i.e. division into individual specialties and sub-specialties. However, this also resulted in an increase in the amount of information. Nowadays it is obvious that the amount of knowledge in medicine is doubled every three years, and a doctor should undergo advanced training every 5 years. Consequently, doctors work with obviously outdated information for a period of 2–3 years. "Timely received and implemented information" has a direct impact upon the quality of medical aid. That is why the issue of lifelong education became a concern for medical workers already since the 1990s of the twentieth century. As a result, in 2001 The World-Wide Organization of Medical Education introduced such a notion as "lifelong professional development of doctors. According to the standards of the World-Wide Organization of Medical Education, lifelong professional development is considered to be a professional duty of each doctor..."¹. Lifelong professional development of a doctor covers the period starting from graduation from main a medical institution in the course of preparation of a thesis to degree, and in the course of its defense, and after that during the whole period of a doctor's professional activities. However, unfortunately many medical workers with big working experience do not find it important and essential to be guided by professional standards, and also to use the generalized experience of randomized clinical tests, to have a critical eye on the opinion of traditional academic leaders, and regularly update and replenish their own theoretical and practical knowledge.

That is why the issue of lifelong professional education of doctors is a crucial problem for Tajik medicine. The wish of a specialist to improve his/her knowledge should be developed starting from his/her studentship. That is why the reform of medical education in Tajikistan started from the reform of basic medical education at Tajik State Medical University named after Abu Ali Ibn Sino (hereinafter TSMU named after Abu Ali Ibn Sino). During the period of study it is very important, apart from transfer of knowledge to students, to develop their ability to learn systematically, independently, to be able to find necessary knowledge in the information environment, to be able to analyze this knowledge, systematize and implement it in practical life. So, during the time of preparation of a thesis for a degree, a student must not only have special knowledge and skills in his/her profession, but also develop the ability to continuously work in order to upgrade the level of his/her qualifications and competences. The ability to learn becomes more and more important, maybe even more important than practical experience, which in today's conditions of development of medicine quickly becomes out of date. That is why the second stage includes creation of conditions for lifelong professional development of medical staff. The Tajik Institution of Postgraduate Preparation of Medical Staff was set up in order to solve the issue of training and retraining of medical staff. However, this Institution could not cover all directions of medical

¹ Medical education in the world and Ukraine / Y.V. Polyachenko [and others]. – Kiev: IPP Kontrast, 2005. – 464 p.

work, in view of which in 2008 the Center of Advance Training and Professional Retraining (CAT and PR) was founded at TSMU named after Abu Ali Ibn Sino. This made it possible to cover all areas of medical activities and to create an environment of health competition in the field of training and retraining of medical staff, which corresponds to the needs of development of today's information society. At the present time, 179 advanced training and professional retraining programs for medical workers have been developed and offered at the Center, as well as 5 programs for advanced training of professors and university teachers. Advanced training for medical staff includes the following types of education: subject-based improvement (1 and 1.5 months depending on complexity and scope of the program, 144 and 216 hours respectively); general improvement (2 months – 288 hours); professional retraining (from 4 months up to 6 months).

The analysis of our work demonstrates an insufficient level of professional preparation of several specialists of the applied health services, the need to upgrade their motivation to receive a qualification category (by early 2012 only 51.4% doctors of our country had any level of category), and regular improvement of their professional skills. Advanced training of professors and university teachers includes the following types of education: (1) for teachers with work experience of less than 5 years (144 hours); (2) for teachers with a work experience of more than 5 years (108 hours); (3) for assistant professors and senior teachers (108 hours); (4) for department chairmen and professors (72 hours); (5) educational program to receive an additional degree – “Higher School Teacher” (1080 hours).

The University also has courses of advanced training for teachers and scientific workers of educational establishments, centers, colleges, vocational training schools, and preparation courses in general humanities, social and economic, mathematical, medical and biological disciplines (144 hours).

We should acknowledge that the defects of the regulatory base of higher and postgraduate professional education do not make it possible to fix obligations of each medical worker to continuously improve his/her skills in the legal sense, which is stated in the concept of the World Federation for Medical Education.

That is why nowadays people all over the world become more and more interested in getting lifelong education, and this interest is specifically high in the area of medicine. This can be explained by the requirements of today's society for the quality of medical aid, which, in its turn, has an impact upon competitiveness in the labor market. That is why a general strategy of many states, as it pertains to the recruitment policy, provides for ensuring quality of preparation of workers with a high level of professional competences, which is only possible in case of practical implementation of the concept of “Lifelong Education”. These concepts, in accordance with the modern concept of development of the health care services in the Republic of Tajikistan, are considered as a basis for achievement of the high level of medical care services for people.

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EPORTFOLIO IN PROFESSIONAL DEVELOPMENT, EMPLOYMENT AND LIFELONG EDUCATION

O. G. Smolyaninova

Education analysts and HR managers regard an electronic portfolio (ePortfolio) as a trend technology that reflects on available resources, professional development, career planning and successful employment throughout life.

Over the last seven years, the Siberian Federal University's Institute of Pedagogy, Psychology and Sociology has been using ePortfolio technology at different levels of education and professional development for the following purposes: (a) in training for a Bachelors in Pedagogy, and Psychological and Pedagogical Education (reflection on teaching practices, demonstration of educational achievements, entering the Master's program, employment) [4]; (b) in the professional development and career planning for a Masters in Pedagogical Education (career planning, reflection on research practices, demonstration of professional achievements, mobility, employment) [3]; (c) in retraining and skills improvement of higher education teachers in post-graduate programs "Higher Education Teacher" and additional qualification "Teacher" [4]; (d) in employment of graduates from higher and secondary education institutions in the project titled "Supporting Mobility of Graduates from Secondary/Higher Vocational Schools in Krasnoyarsk Territory by Means of an ePortfolio" which was supported by the Krasnoyarsk Science Foundation and the Labor and Employment Agency of the Krasnoyarsk Territory in 2012), etc.

Russian and international projects reviewed the experience using ePortfolios at different levels of education – in secondary, secondary vocational, higher and lifelong education – in Europe and Russia. A study has been undertaken to examine the use of the ePortfolio for an Internet job search and a review of modern software for developing an electronic employment portfolio. The EraNet project carried out an online survey to study the ambitions and preferences among different target groups, as well as the capabilities and prospects of the use of ePortfolio in education and employment. Our review of the Russian and foreign experience using ePortfolios throughout life has led us to the following conclusions. Although the use of ePortfolios in education began earlier in the USA, in Europe and, paradoxically, in the Krasnoyarsk Territory, this technology encompasses different educational and professional institutions in the most systemic and far-reaching way. Today in Krasnoyarsk Territory, the ePortfolio technology is used in general, secondary vocational and higher education for certification of teachers and employment. There is a model of ePortfolio for employment of graduates in the region. There are agreements with the Labor and Employment Agency of Krasnoyarsk Territory to post ePortfolios of job seekers (or data from students' portfolios) on the Agency's portal. The model is pilot tested in the Siberian Federal University, Krasnoyarsk State Medical University and a few colleges in

Krasnoyarsk Territory. MAHARA software with an open access code was chosen as the basic software.

Let us consider the examples of successful use of ePortfolio in international practices. It should be noted that England has the most systematic experience using ePortfolio for professionalization of students in general education, professional development in higher education and supporting the transition between different levels of education, career planning and employment. This is shown by large-scale research and joint efforts of consortia of universities, schools and employers. Many scholars and practical studies in the integrated use of the ePortfolio technology at different levels of education and employment are supported by regional and national funds and the European Council (for example, ePortfolio projects for lifelong learning, JISC, Nottingham [1]). In Holland, the ePortfolio technology is used for taking inventory of professional skills of laid-off employees, their retraining, and providing support in job searches. In the last two years, a platform has been developed and implemented for data exchange and transfer between ePortfolios of school and university students and employees of a few corporations. This enables users to transform and develop an individual portfolio throughout their life by accumulating career-related information, creating an archive of achievements and individual progress. In a corporation, the management can use ePortfolios of employees to plan staff changes, while employees can take inventory of their resources and demonstrate achievements and individual progress.

Some outstanding examples of using the ePortfolio technology in lifelong education and employment include the Europass and European Language Portfolio initiatives. The language portfolio enables its holder to show unified results in the personal level of linguistic development. Standardized assessment of linguistic development is essential in the international labor market. The language portfolio was initiated and developed by the European Council. Technologies for the unification and application of uniform requirements for the evaluation of foreign language skills are widely used in Japan and the U.S., offering language portfolios for these countries. In Russia, a few higher education institutions also try out the portfolio technology, actively deploying it in the educational process for training students with a focus on the standardized European requirements for language competencies.

As mentioned above, ePortfolio has the longest history of use in education in the USA. Research by D. Cambridge shows that the ePortfolio has potential in the transition of a student to the labor market. The author notes that the ePortfolio technology enables multiple simulations of different roles and the demonstration of advantages and achievements depending on specific goals of the individual presentation based on the personal ePortfolio content. ePortfolio supports lifelong learning and proves the need for cooperation and integration of efforts among educational institutions, recruitment agencies and regional employment agencies [1].

Based on the long experience using ePortfolio and research, we can conclude the following: The main challenge in the modern use of the ePortfolio technology throughout life is to create and adopt nationally (or even better, internationally) a master model of the ePortfolio which allows for the transfer of data from personal portfolios created at the previous levels of education (for

example, in secondary school, secondary vocational or higher education institutions) to the professional sphere and the labor market. What is also relevant is to legitimize the use of ePortfolio in the procedures of transition and admission of individuals to higher levels of education (for example, between school and university or between Bachelor's and Master's programs). There is still the open issue of possibilities and prospects of the use of ePortfolios for employees in internal skills improvement programs, staff evaluation, staff changes, career promotion, and mobility. Some foreign research shows that ePortfolio technology has powerful potential for efficiently managing the transition between different levels of education and employment processes thanks to its reproducibility and development resources. It reduces the complexity and cost of recruitment and at the same time improves the quality and capabilities for real-life implementation for particular individuals throughout their life.

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KSZTAŁCENIE USTAWICZNE W TRADYCYJ EUROPEJSKIEJ OD STAROYTNO CI DO XIX WIEKU

A. Massalski

Źródła kultury europejskiej dopatrujemy się w okresie starożytności począwszy od okresu helleńskiego. Można więc mówić o około trzech tysiącach lat jej tradycji. Na przestrzeni tego okresu w poglądach wielu najwybitniejszych filozofów i myślicieli można odnaleźć odniesienia do kwestii kształcenia ustawicznego. Nie sposób więc, wobec skromnych ram mego wystąpienia, przedstawić tego problemu w całości, stąd zaprezentowane zostały jedynie wybrane okresy w dziejach europejskiej kultury i reprezentatywne dla nich osoby.

Niewątpliwie ogromny wpływ na rozwój nauki w czasach starożytnych wywarli dwaj filozofowie greccy: Platon (427 – 347 przed n. Chr.) i Arystoteles (384 – 322 przed n. Chr.). W poglądach obu tych myślicieli odnaleźć można wątki nawiązujące do kwestii kształcenia ustawicznego. W dziele „Rzeczpospolita” prezentując kwestie wychowania Platon zawarł myśl o konieczności odpowiedniego doboru i przygotowania rodziców do prokreacji. Rodzina odpowiedzialna za dziecko miała pozostawać pod opieką państwa. Podobnie kolejne etapy wychowania, zgodnie z jego koncepcjami miało nadzorować państwo, od okresu przedszkolnego, aż po efebų obejmującą młodych Greków w wieku od 17 do 20 roku życia. Uważał też, że w dalszej kolejności, wyselekcjonowana grupa osób powinna podjąć studia filozoficzne, które miały trwać dziesięć lat. Następnie najzdolniejsi mieli kontynuować naukę do 35 roku życia. Wówczas następował 15 letni okres zdobywania wiedzy praktycznej w różnych instytucjach państwowych i dopiero 50 letni mężczyzna mógł wejść w skład społeczności filozofów, przeznaczonych do pełnienia najwyższych funkcji w państwie. Studia filozoficzne, według Platona, miały zapewnić każdej jednostce poprzez dialektykę zbliżenie do zrozumienia świata idei¹.

Interesującym nas problemem sporo uwagi poświęcił też Arystoteles. Będąc uczniem Platona, przez pewien okres czasu utożsamiał się z jego poglądami, ale w miarę upływu czasu coraz bardziej się do nich dystansował, zwłaszcza w kwestiach dotyczących idei. Podzielił duszę na trzy części: roślinną, zwierzęcą i myślącą. Odpowiadały im trzy zakresy wychowania: roślinnej wychowanie fizyczne, zwierzęcej – moralne i myślącej – intelektualne. W jednym ze swoich dzieł „Etyce Nikomachejskiej” wskazywał on na fakt, iż istnieją trzy rodzaje sposobów życia. Pierwszy najbardziej prymitywny, polegający na używaniu rozkoszy, drugi to sprawowanie różnego rodzaju działalności społecznej -obywatelskiej i wreszcie trzeci, to życie poświęcone teoretycznej kontemplacji, czyli filozofii. Ten ostatni rodzaj najwartościowszy, polegał na ustawicznym doskonaleniu i wypełniał egzystencję człowieka aż do ostatnich dni jego życia².

¹ W. Tatariewicz, *Historia filozofii*, t. 1, Warszawa 1978, s. 82–104; *Historia wychowania* t. 1, pod red. Ł. Kurdybacy, Warszawa 1965, s. 78–86; S. Litak, *Historia wychowania*, t. 1. *Do Wielkiej Rewolucji Francuskiej*, Kraków 2004, s. 29–31.

² K. Leśniak, *Arystoteles*, Warszawa 1975, s. 260–261; S. Litak, *Historia wychowania...*, s. 32.

W starożytnym Rzymie warto zwrócić uwagę na poglądy w zakresie kształcenia, jakie prezentował Marek Fabiusz Kwintylijan (35 – 95). W dziele „O kształceniu mówcy” ukazywał mówcę w wielu przypadkach bardzo podobnego do filozofa wszechstronnie wykształconego, opisanego w „Rzeczypospolitej” Platona. Mówca powinien nieustannie poznawać wszystkie objawy życia ludzkiego, być człowiekiem uniwersalnym¹.

W początkach chrześcijaństwa, z punktu widzenia interesującego nas problemu, wydaje się bardzo ciekawy wątek wychowania klasztornego – monastycznego, polegający na nieustannej kontemplacji (popularny zwłaszcza w zakonach na Wschodzie). Także analiza treści dzieł św. Augustyna (354 – 430), zwłaszcza „O nauczycielu” i „Nauka chrześcijańska” w których ten Ojciec Kościoła określił program kształcenia duchowieństwa, nawiązywał w jego treści do konieczności permanentnego studiowania dzieł starożytnych Greków, bowiem były one jego zdaniem środkiem do poznania nauki chrześcijańskiej².

W okresie rozwiniętego średniowiecza, można się dopatrzeć elementów ustawicznego kształcenia w powstałych wówczas uniwersytetach europejskich. Nauczanie odbywało się na czterech hierarchicznie zorganizowanych wydziałach: Sztuk Wyzwolonych, Medycznym, Obojga Praw (Prawo Kanoniczne i Rzymskie) oraz Teologicznym. Na ówczesnych uniwersytetach istniała płynność granicy między kadrą profesorską, a studentami. Studenci z większym doświadczeniem byli pomocnikami mistrzów, niekiedy nawet prowadzili wykłady i często ćwiczenia. Poza wyjątkami, w średniowiecznych uniwersytetach studia podejmowali chłopcy w wieku około dwudziestu lat. W typowym uniwersytecie studia na początkowym Wydziale Sztuk Wyzwolonych składały się z dwóch części: wstępnej - zakończonej uzyskaniem stopnia bakałarza, co następowało zwykle po 2 – 3 latach i wyższej – zakończonej uzyskaniem zazwyczaj w ciągu dwóch lat stopnia magistra. Wówczas można było kontynuować studia na wyższych wydziałach: Medycznym i Prawnym. Tutaj także by osiągnąć stopień naukowy doktora należało poświęcić około cztery lata. Wreszcie studia na Wydziale Teologicznym, na który wstępowało już stosunkowo niewielu studentów, trwały około pięć lat. Można więc przyjąć, że pełny cykl studiów trwał kilkanaście lat, a stopień doktora teologii nie mógł być przyznany nikomu, kto nie skończył 35 lat. Każdy kto pozostawał na uniwersytecie w charakterze profesora musiał doksztalać się permanentnie, by zapoznawać swych słuchaczy z nowymi dziełami, często własnymi³. Można więc bez wielkiego ryzyka stwierdzić, że średniowieczne studia uniwersyteckie, to ustawiczne kształcenie, przyjmując jednocześnie, że w owych czasach przeciętny wiek mężczyzny w Europie, oscylował w granicach poniżej czterdziestu lat.

Wydaje się jednak, że za protoplastę dzisiejszego kształcenia ustawicznego można uznać znakomitego uczonego pedagoga, filozofa i teologa, wywodzącego się z Czech, Jana Amosa Komeńskiego (1633 – 1704).

wybitny pedagog do Londynu, Szwecji, Brandenburgii i Siedmiogrodu. Był autorem szeregu znaczących dzieł, wśród których największy rozgłos przyniosła mu „Wielka Dydaktyka”. Zaprezentował w niej filozoficzną koncepcję pansofii, czyli „wiedzy o wszystkim, opartej na jednolitych zasadach, zmierzającej do niewzruszonej prawdy i wiecznej harmonii”¹. Na regularną naukę przeznaczął okres pierwszych 24 lat życia, podzielonych na równe sześciolateczne okresy. Jednak w swych dziełach, które powstały w późniejszych latach (niedokończona „Pansofia” i „Pampaedia”) twierdził, że całe życie ludzkie, to szkoły trwające aż do śmierci: szkoła męczyzn, szkoła starości i ostatnia szkoła umierania. Było to konsekwencją jego poglądów na fakt, iż należy uczyć „wszystkiego, wszystkich i o wszystkim”. Należy zgodzić się z prof. Stanisławem Litakiem, że koncepcje pedagogiczne J. A. Komeńskiego cechowała nie tylko duża zawartość i nowatorstwo, ale także co ważniejsze zostały w wielu wypadkach wdrożone do praktyki w szkolnictwie nowożytnym².

W XIX wieku wśród osób, które niewątpliwie w znaczący sposób przyczyniły się do rozwoju oświaty dorosłych i idei kształcenia ustawicznego należał Duńczyk Mikołaj Fryderyk Grundtvig (1783 – 1872). Był on duchownym luterańskim, poetą, myślicielem, politykiem (posłem do parlamentu) i historykiem. Żył w czasach, gdy państwo duńskie przechodziło bardzo różne koleje losu. Z wielkiego mocarstwa skandynawskiego stało się niewielkim krajem o słabym potencjale gospodarczym. Jako człowiek bardzo zaangażowany w życie społeczne własnego kraju, starał się ożywić u współrodaków ducha patriotyzmu, wobec politycznego i militarnego zagrożenia ze strony Niemiec. Swe idee w sprawie objęcia permanentnym kształceniem ludu wiejskiego zawarł w książce „Nordens Mythologie” (1808). Twierdził w niej, że tylko oświecony lud wiejski w wyższych szkołach ludowych, może w sposób pokojowy, bez rozlewu krwi, doprowadzić kraj rządony absolutystycznie do demokracji. Co ciekawe, M. F. Grundtvig uważał, że kształceniem tego rodzaju należy także objąć kobiety, co w XIX wieku stanowiło wyłom w dotychczasowym myśleniu. Pierwsza tego typu placówka powstała w pogranicznej z Niemcami dzielnicy Szlezwik w 1844 r., a w następnych latach kolejne uniwersytety ludowe. Kulturowano w nich język duński, zapoznawano z historią kraju, a także tradycjami ludowymi. Ważne miejsce w programie nauczania zajmowało prawo krajowe oraz literatura narodowa. Dbano o rozwój czytelnictwa wśród ludu. M. F. Grundtvig uważał, że w tego typu placówkach oświatowych jak uniwersytety ludowe nie powinno być żadnych egzaminów, a jeśli ktoś chciał uzyskać świadectwo ukończenia, to mógł poddawać się dobrowolnie sprawdzianom. Słuchacze powinni poszerzać także swą wiedzę zawodową, by móc w sposób pełniejszy służyć swojej ojczyźnie³.

Idea uniwersytetów ludowych w II połowie XIX wieku znalazła wielu zwolenników i naśladowców zwłaszcza w krajach Skandynawskich, ale także i w środkowo-wschodniej Europie, w tym także w Polsce.

Wydaje się, że mając takie oparcie w tradycji, idea kształcenia ustawicznego w XXI wieku już na trwałe zadomowiła się w Europie i na świecie.

¹ Ł. Kurdybacha, *Pisma wybrane*, t. 2, Warszawa 1976, s. 70.

² S. Litak, *Historia wychowania*, t. 1..., s. 170–171.

³ A. Bron – Wojciechowska, *Grundtvig*, Warszawa 1986, passim.

**INTERNATIONAL CONFERENCE
«LIFELONG LEARNING:
CONTINUOUS EDUCATION
FOR SUSTAINBLE DEVELOPMENT»:
SOME RESULTS FOR 10 YEARS (2002–2012)**

**A. Dubko
N. Lobanov
T. Prok**

In 2002 Pushkin Leningrad State University held the International conference “Lifelong learning: problems of formation and development of continuous education”, that became a solid foundation for organizing of all international conferences for following 10 years.¹ It was time when problem field of continuous education was of interest for small number of researchers and practitioners working in the education sphere, when continuous education was more like a dream rather than a reality. However, even in those times institutions focusing on continuous education as a research subject began to appear. One of such institutions was created by Pushkin Leningrad State University. At first it was a laboratory, but later, by the order of Rector Viacheslav N. Skvortsov, Research Institute for Social-Economical and Pedagogical problems of continuous education was founded.

For past ten years the Conference has become a large and so far the only constant, annual Forum, internationally acknowledged. Below you can find some statistical data that briefly but obviously give the impression of the development of the Conference for 10 years.

Titles of the Conference proceedings for 10 years

2002

Образование через всю жизнь: проблемы становления и развития непрерывного образования // Материалы докладов и сообщений участников международной конференции (г. Санкт-Петербург, 4-5 июня 2002 г.) / под ред. Н. А. Лобанова и В. Н. Скворцова. – СПб.: Изд-во Файндер, 2002. – 312 с.

2003

Образование через всю жизнь: проблемы становления и развития непрерывного образования // Материалы докладов и сообщений участников второй международной конференции (г. Санкт-Петербург, 4-5 июня 2002 г.) / под науч. ред. Н. А. Лобанова и В. Н. Скворцова. – СПб.: Изд-во Файндер, 2003. – 320 с.

2004

Образование через всю жизнь: становление и развитие непрерывного образования в рамках единого образовательного пространства евразийского экономического сообщества II Материалы докладов участников

¹ Full content of reports published in the proceedings can be found at the official site of the Conference: www.lifelong-education.ru

международной конференции (Санкт-Петербург, 22–23 июня 2004 г.) / под науч. ред. Н. А. Лобанова и В. Н. Скворцова. – СПб.: Издательский дом «Петрополис», 2004. – 360 с.

: Образование через всю жизнь: становление и развитие непрерывного образования в рамках единого образовательного пространства евразийского экономического сообщества II Материалы докладов участников международной конференции (Санкт-Петербург, 22-23 июня 2004 г.). Т. 2 / под науч. ред. Н. А. Лобанова, Е. В. Лобановой, А. Н. Марышева, В. Н. Скворцова, Л. Ф. Тращенко. Сост. Н. А. Лобанов. – СПб.: Издательский дом «Петрополис», 2004. – 136 с.

2006

Образование через всю жизнь: непрерывное образование для устойчивого развития // Материалы докладов участников 4-й международной конференции «Образование через всю жизнь: непрерывное образование для устойчивого развития» (Санкт-Петербург, 2-3 июня 2006 г.) / под науч. ред. Н. А. Лобанова и В. Н. Скворцова; сост. Н. А. Лобанов. – СПб.: Издательский дом «Петрополис», 2006. – 324 с.

2007

Образование через всю жизнь: непрерывное образование для устойчивого развития: Труды международного сотрудничества в области непрерывного образования для устойчивого развития. Т. 5-й / под науч. ред. Н. А. Лобанова и В. Н. Скворцова; сост. Н. А. Лобанов. – СПб.: AlterEgo (Новая Альтернативная полиграфия), 2007. – 444 с.

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2008

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2009

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: Образование через всю жизнь: Непрерывное образование для устойчивого развития: тр. междунар. сотрудничества/ сост. Н. А. Лобанов; под науч. ред. Н. А. Лобанова и В. Н. Скворцова.; Ленингр. гос. ун-т им. А. С. Пушкина, НИИ соц.-экон. и пед.

пробл. непрерыв. образования. – Т. 7 (доп. вып.) – СПб.: ЛГУ им. А. С. Пушкина, 2009. – 68 с.

2010

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2011

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2012

Образование через всю жизнь: Непрерывное образование в интересах устойчивого развития: материалы 10-й юбилейной междунар. конф./ сост. Н.А. Лобанов; под науч. ред. Н. А. Лобанова и В. Н. Скворцова; ЛГУ им. А.С. Пушкина, НИИ соц.-экон. и пед. пробл. непрерыв. образования: в 2 ч. – Вып. 10. – СПб.: ЛГУ им. А. С. Пушкина, 2012. – Ч. I. – 372 с.

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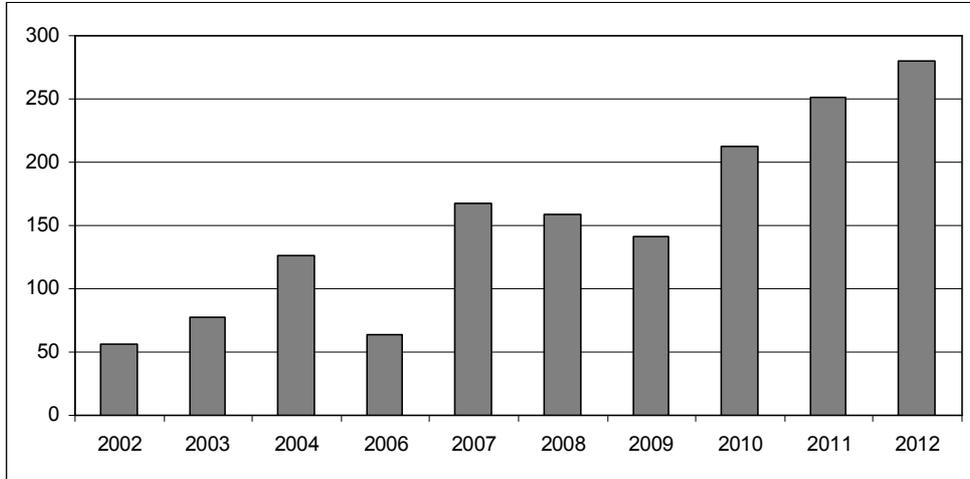


Diagram 1. Number of participants of International Conferences

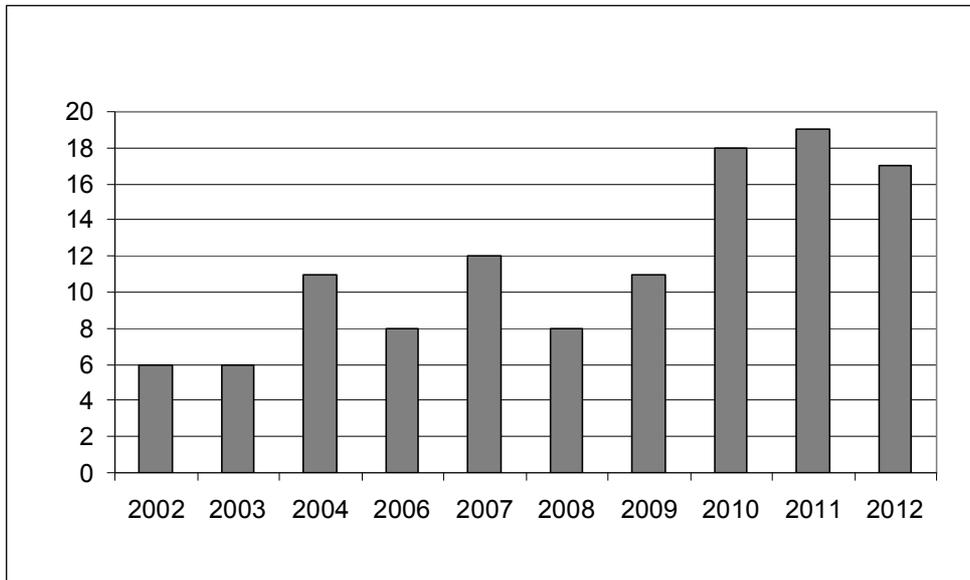


Diagram 2. Number of states-participants of International Conferences

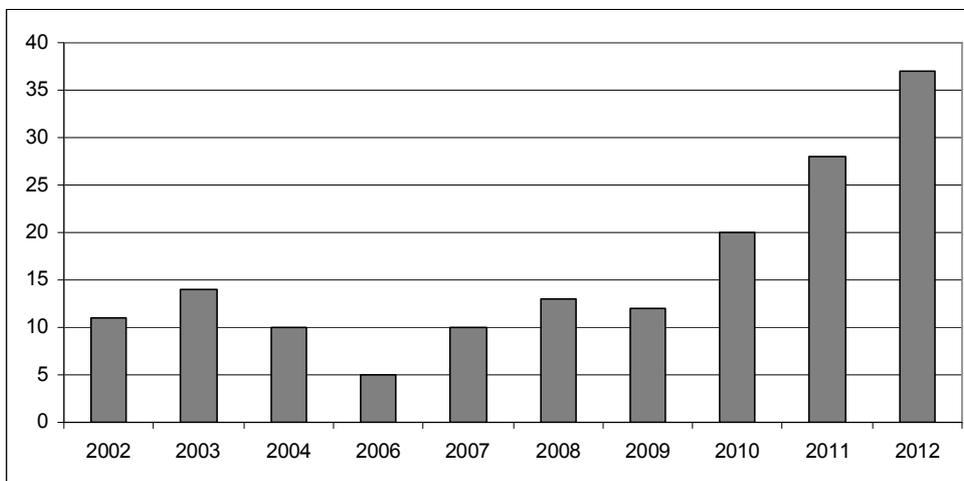


Diagram 3. Number of cities of Russia, taking part in the Conferences

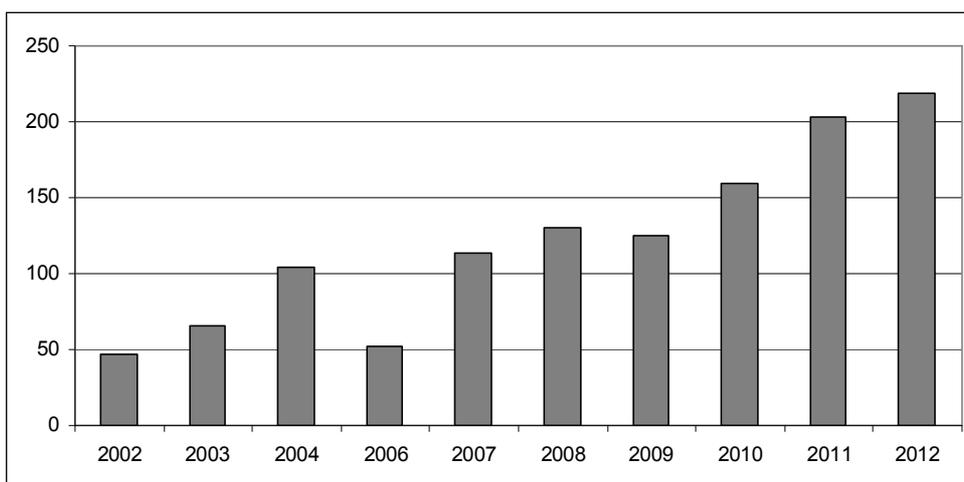


Diagram 4. Number of papers submitted for the Conference

LIFELONG EDUCATION IN THE CONTEXT OF THE SUSTAINABLE DEVELOPMENT PHENOMENON

N. . Lobanov

The concept of “sustainable development” appeared in the language of education in the late 20th – and early 21st centuries. The concept became well-established, perhaps, due to its multiple meanings and apparent simplicity of interpretation: thousands of articles came into existence, where sustainability was considered as a social phenomenon and process at global and/or regional levels, as well as at the level of an individual educational institution, and even a teacher. In the majority of cases, the concept of “sustainable development” received a meaning of a certain universal cliché, which excused the author from further explanations. Not long ago, such terminology as “... in the context of the scientific and technological progress” and “...in the context of the scientific and technological revolution”¹ was used, as such clichés afterwards were replaced by other clichés. Each new step on the path to development of society has its own socially important aspects and social stigmas. Without doubt, the concept of “sustainable development” will disappear from the educational and pedagogical scene, and the scenario “Lifelong education...” will be amended by a new fixed phrase, which will become one more cliché for the scientific publications and journalistic essays in which new tasks of the educational policy will be discussed. The hidden target of this article is not so much to shove “sustainable development” off the pedestal, as to shake its sustainability and at the same time to make the researchers use other verbal formula, which is more consistent with actual potential opportunities of the lifelong educational system and its targets. Time will show whether this phraseological unit will become a new cliché. However, the author is sure that there are no irreplaceable clichés.

Let us discuss the notion and category “sustainable”. In everyday vocabulary “sustainable” means “something firmly established, which cannot be shaken or cannot fall down”². This notion entered social and economic vocabulary and emerged from the technical thesaurus. For example, in hydrodynamic theory, sustainability means the ability of a certain process to restore its condition after a certain influence; in shipbuilding industry – ability of a vessel to return to the equilibrium state each time, when under the influence of the external forces, or deviation takes place. The theory of sustainability in engineering and construction is based on the laws of mathematics, physics, mechanics, and the level of

¹ The author does not place in question the scientific value of this terminology, which is still the fundamental terminology of social development, and theoretical research works of the 20th century covering the role of the scientific and technological progress (STP) and scientific and technological revolution (STR) which remain important sources for understanding today’s global and local processes taking place in the society. Although STP is no longer used in scientific works, nobody can cancel the process of STP, because it is a part of social development.

² Словарь русского языка в четырёх томах. Т. IV (С-Я) // ред. кол. С. Г. Бархударов, Г. П. Блок, А. П. Евгеньева (председатель) и др. – М.: Гос изд-во иностр. и национ. языков, 1961. С. 716.

sustainability of a building or a sea vessel, atomic electrical power station or a space ship is thoroughly calculated already at the planning stage of a project. However, people still cannot make accurate calculations concerning the sustainability of small and large processes of social and economic development. Global and local economic crises may be the examples, which are evidence of the inability of scientific ideas to fight with these simple facts. It is obvious that such notions as “sustainable” or “sustainability” in engineering and social and economic processes have only an external linguistic similarity. To calculate sustainability means to have the possibility to manage sustainability, and to forecast the possible “behavior” of something. Somebody may object that there are many examples, when mathematical calculations were used for building models of economic and social development, for example in postwar Japan, where sustainable development had been taking place for more than 20 years (from the mid- 1950s until 1973, when the oil crisis took place). However, Japan was not ready to fight with this crisis, which once again proves the opinion that world economic crises are pay-offs to the mankind for its social benefits and lack of education¹. We should admit that as of today, we lack the level of education in order to be able to manage social and economic processes in the same way that we manage complex technical systems. Perhaps, this is an explanation that the goal set for lifelong education, i.e. the ability to facilitate sustainable development using all possible resources, was not quite rationalized. Lifelong education for the benefit of sustainable development is just a banner used by people that live in the 21st century in response to the challenges which emerged at this period of time.

The above does not mean that the author understates or underestimates the meaning of “sustainable development” in the context of lifelong education, as one of its leading social benchmarks of global development, as its conceptual target, on realization of which, all efforts of the individual person and of global society are focused². The author also has no doubts regarding practical meaning of the global efforts in the wider area of social activities that have been performed under the banner of sustainable development. However, we should remind you that the concept of sustainable development, as a globally addressed program mentioned in the report of the World Commission on Environment and Development (WCED), appeared in view of the catastrophically deteriorating state of the environment, living conditions of human beings, and depletion of natural resources, as well as the consequences associated with these processes. So, first of all, the goal was to restrain negative the technological impact upon the environment, and maintain

¹ Лобанов Н. А. Российская высшая школа: некоторые уроки экономического кризиса // Особенности профессионального обучения в условиях мирового экономического кризиса / Труды четвертых международных научных чтений, посвящённых памяти Героя Советского союза, академика РАО Сергея Яковлевича Батышева (Россия, г. Москва, 18–20 октября 2010 г. / под ред. академика РАО А. М. Новикова. – М.: Изд-во ЭГВЭИС, 2010, с. 109.

² The notion of “sustainable development” in the context of global development problems became an integral part of the group of the most frequently quoted terminology after the report of the World Commission on Environment and Development (WCED) “Our common future” (1987) headed by Gro Harlem Brundtland.) The report was devoted to the problem of “...quick deterioration of the state of environment, living conditions of a human being, depletion of natural resources and consequences of deterioration of the economic and social development”. At the turn of the centuries it was well-established in thesaurus of lifelong education.

sustainable development of the environment. The role of education, and first of all lifelong education, is obvious, timely, practical and viable. However, further in the discourse "sustainable development" in the context of educational problems was extended to the area with unlimited borders: "lifelong education for the benefit of sustainable development"¹. In this context social the instrumental impact of lifelong education upon certain social processes has lost its clearness to a great extent, if not completely. This can be largely explained by the objective function of lifelong education, which in the phrase "... for the benefit of sustainable development" has become vague, both in terms of time and space. This idea needs further explanation.

First of all, we should remind you that, it is taken as read that national interests of different states in the field of sustainable development do not coincide, and sometimes are absolutely different. Moreover, sustainability, for example the economic sustainability of one state, sometimes can be achieved by way of ignoring and sometimes suppressing the interests of another state. The same situation may take place in relations between different regions (territories) inside one country. So, the policy of education in each country, first of all, serves to protect its own interests, which is quite natural, because as the Russian proverb says, "your own shirt is closer your the body". If we look at the background of the Bologna process, which is nowadays declared as a sample of approximation of the interests of different states in the field of education, we can notice that a wish to stand against the strengthening "aggression" of the American model of education and its expansion into the European continent was one of the strong reasons for the development of the consolidated policy in the field of education for European countries.

Secondly, the content "... for the benefit of sustainable development" in the linguistic formula "Lifelong education for the benefit of sustainable development" does not have quantitative indicators, using which (their changes/deviation) it would be possible to make a conclusion about the positive or negative dynamics of impact of lifelong education upon such and such social and economic environments, and consequently, to have an understanding of the certain efficiency or lack of efficiency of lifelong education as a result of institutional activities.

Thirdly, such a category as "sustainable development", as a social and economic content, is practically undiscovered, which was mentioned at the beginning. Can we consider the economy of a country sustainable, if its economic and social indicators are decreasing over several years? What can be considered to be the lower (critical) level of sustainability of the social and economic system? Can any level of quality of lifelong education be accepted for the benefit of sustainable development?

The list of "claims" of the social and economic functions of lifelong education in the context of sustainable development may be amended. However,

¹ In the scientific works it was stated several times that such notion as "sustainable development" (in English "sustainable development", in French "développement durable", in German "nachhaltige Entwicklung") was incorrectly translated, its meaning is inconsistent with the interpretation given in domestic social and economic literature. In several works sustainable development means progressive advance, continuous development, maintenance of the existing level of development, balanced development, stability, etc.

we think that the above-mentioned claims are enough in order to start a discussion regarding the search for a more adequate construction of the main social and economic functions of lifelong education for the benefit of sustainable development.

We see two directions of work in order to solve this problem:

The first one – the search for quantitative and qualitative indicators for evaluation of the results of the collective efforts in the area of lifelong education for the purpose of sustainable development (indicators for evaluation of levels of quality and large-scale involvement of the population into the process of lifelong education, as well as indicators for evaluation of the state of sustainability/lack of sustainability of a certain social and economic system);

The second one – the search for the new verbal formula of the main social and economic functions of lifelong education, and our pragmatic expectations regarding the productivity of lifelong education with regard to the impact upon the targeted object.

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QUESTIONS OF GENERAL THEORY, METHODOLOGY AND PRACTICE OF CONTINUOUS EDUCATION. COUNTRY-SPECIFIC AND TERRITORIAL ASPECTS OF CONTINUOUS

INFLUENCE OF AN EXTERNAL CONTEXT ON EFFICIENCY OF AN EDUCATIONAL ORGANIZATION

O. N. Machekhina

Both a person and an educational organisation, whether a lower secondary school, an upper secondary school or a lycée, function in internal and external contexts, the latter playing a very important part. Articles by G. I. Gerasimov, L. I. Novikova, A. L. Nikiforov, L. V. Ilyukhina etc.) have justified the idea of an educational institution as an aggregate or collective subject of training and education. We believe that both a school as an aggregate subject of educational activity and a person function in internal and external contexts of activity. This article is aimed at considering the influence of an external context on efficiency of an educational organization. In compliance with the Law On Education in the Russian Federation dated December 29, 2012, educational institutions are referred to as educational organisations and understood as non-profit organisations engaged in education as a core activity on the basis of a state licence and in accordance with the purposes the organisation was established for [1]. Consequently, the functioning of an educational organisation largely depends on an external context set by the state.

Since 2010, we have been researching the application of a resource-and-context approach to the strategic design of school development. The research results available now from 32 state educational organisations in Moscow prove legal, political, financial-and-economic, innovative-and-pedagogical, cultural-and-historical, religious, national, natural (consisting of territorial and climatic) contexts to be *external*. Certainly, an important part in the functioning of an educational organisation is played by each of the above-mentioned external contexts. However, proceeding from the field of our concern, *Lifelong development of professional competences: place and role of state, society, business and a person himself in practical fulfilment of the process*, let us make a brief introduction to those external contexts that are relevant to the subject declared, viz. legal, innovative-and-pedagogical and cultural-and-historical.

A *legal context* is set by program documents issued by state education management bodies. It is a legal framework stipulating the functioning of an educational organisation. The program documents include, first of all, the *Law On Education in the Russian Federation* and the *Federal Education Development Target Program for the Years 2011–2015* etc. Regional strategic documents are also important components in a legal context. Not only does a legal context provide formal regulation of some aspects of an educational process, but it also can limit independent activity of schools. Legal acts do not allow an educational institution to

make any original curricula of its own. On the one hand, such intervention prevents the unauthorised introduction of ineffective experimental programs; on the other hand, it restricts the development of different training, educational and teaching methods and technologies in schools. In our opinion, the situation is not favourable for the implementation of the concept of continuous education. As implementation of any innovation in the area of, say, design and development of universal educational actions in the period of transit from preschool to school encounters a lot of obstacles, it is quite often that the innovative potential of educational organisations can dip down.

Innovative-and-pedagogical context is a quite wide concept, including on the one hand, the identification of weak spots in the education system and the subsequent designing of their improvement and the implementation of projects; and on the other hand, the accumulation and preparation for translation of the pedagogical experience. The education system is in need of regular adjustments, improvements and innovations. Innovations in the pedagogic field can be introduced from above on a large scale at the legislative level. It is also possible to apply innovations in separately taken educational organisations at the teachers' or administration's initiative. In practice, it is usually at the state's initiative that well-reputed, advanced, innovative pedagogical experience meeting such criteria as urgency, novelty, educational and public importance, feasibility, possibility of flexible application in all educational institutions, becomes widespread [5]. Schools have to adopt such changes though they are often fraught with numerous problems, including those of an internal nature. In turn, a necessity to solve these problems causes a new round of design and implementation of projects. However, it is such a course of events that stipulates the comparatively quick introduction of innovative ideas and their transition into an innovative mode. We should take note that it is not only an absence of interest that prevents teachers from developing and applying innovative educational programs on the basis of their pedagogical experience, but also the influence of tradition. Stipulating the continuity of the pedagogical experience, the cultural-and-historical context does not allow for the application of radically innovative models of education. Let us consider this in detail.

A *cultural-and-historical context* is an environment resulting from the historical process and a priori stipulating a set of moral and ethical values of a particular society. To define the essence of this context, let us interpret the *cultural-and-educational environment* as a term close to it in its meaning. "A *cultural-and-educational environment* is a kind of *social inheritance area*, where cultural and educational characteristics meet each other and where cultural signs represent educational signs, creating conditions for the development of a person in particular socio-cultural conditions» [4]. A cultural-and-historical context focuses more on the separately taken subjects of an educational program. In the absence of a definite historically developed position on some basic mental issues in the public consciousness, a state has to gradually introduce the elements of patriotic education into some subjects. A course of History and Literature is largely focused on the patriotic education of schoolchildren. A lack of time for these subjects causes the focusing on Russian History and literary heritage of Russian standard authors. Historical processes and literary phenomena are considered through the

prism of love to the Fatherland and attitude to power. Such an approach reduces the independent value of these subjects and restricts the schoolchildren's outlook. A cultural-and-historical context may be said to have a controversial influence on the Russian educational system. The absence of continuity of pedagogical schools and insufficiently careful analysis of the experience gained quite often result in introduction of artificially developed educational programs which are rather poorly connected with the whole range of opportunities given by the above-mentioned «social inheritance».

In conclusion, let us note that all internal and external contexts dynamically interact, "colliding" with each other at any specific time to generate development situations. It is extremely important for the participants in the educational community to be able to identify such situations, analyse and use them to maintain the high efficiency of the educational organisation.

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SOME TERRITORIAL-SECTORAL DIFFERENCES IN THE NON-STATE SECTOR OF HIGHER EDUCATION

T. Prok

The report considers some aspects of the territorial-sector differences in the established organizational system of continuing professional education (hereinafter CPE) of the non-state sector of higher education.

Non-state higher educational institutions differ in terms of: (a) number of higher educational institutions; (b) total number of students in them; (c) student admission and graduation; (d) number of accredited educational programs, areas of training and specialties; (e) number of learners (bachelors and specialists) receiving a state-subsidized education; (f) number of teachers with academic degrees, etc. For example, based on the number of students in non-state higher educational institutions, all regions of the country can be conventionally divided into five groups: (1) regions with a high level of non-state sector of higher education (with more than 50 thousand students); (2) regions with a developed non-state sector of higher education (20-50,000 students); (3) regions with a medium level of development of the non-state sector of higher education (5-20,000 students); (4) regions with a low level of development of the non-state sector (from 1 to 5,000 students); (5) regions with a very low level of development of the non-state sector of higher education (less than 1,000 students). In the studies, the author also referred to building other typologies of the non-state sector of higher education [4; 5].

By the results of the monitoring of the Ministry of Education and Science of the RF, there were 446 non-state higher educational institutions and 661 branches in the Russian Federation registered as of December 7, 2012. According to the results of the monitoring, only 29 higher educational institutions (all accredited ones) and 42 branches (41 accredited) out of 70 higher educational institutions (67 accredited) and 97 branches (72 accredited) included in the sampling were considered effective [2]. At the same time, we think that the structure of the indicators of the state monitoring of non-state higher educational institutions should be supplemented with indicators of regional effectiveness, as the higher educational institutions of this sector are mostly oriented towards the regional market of training of specialists, and interact with the labor market at a regional level. Such an approach might change the assessment of the activities for the better.

One should note the great positive role of the non-state sector of higher education in smoothing out the numerous regional disparities in the territorial-sector structure of the Russian system of education in general and regional systems of CPE in particular. For example, non-state higher educational institutions of a humanitarian and creative specialization in technocratic cities and regions substantially reduce the internal migration of talented young people who used to leave for Moscow, Saint Petersburg and other cities to enter higher educational institutions, and never came back.

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FORECASTING DEVELOPMENT OF SOCIAL SPACE OF THE CONTINUING EDUCATION SYSTEM

A. K. Oreshkina

The modern stage of establishment of national education is characterized by large-scale integration processes agreeing with the forecast of educational systems development within the frames of the world-wide globalization processes in education. The integrity of the organizational-substantive basis of the continuing education system forms within the frames of large-scale diversification processes along the educational lines of general (complete) secondary and higher education, which ensures identification of a new mechanism of interrelation of the differentiated and at the same time integral educational processes of the continuing education system. From these positions interpretation of the notion of “educational space” acquires priority significance in development of modern pedagogical knowledge, the substance of this notion being conceptually aimed at renewal of the theoretical and methodological context of the theory of continuing education. Pedagogical forecasting of development of the processes in education is an objective trend enriching pedagogical practice from the position of increasing efficiency and optimization of all subsystems developing in the environment of multifaceted “vertical” (by levels and stages of education) and “horizontal” (within the frames of a level or stage) integration.

Presentation of the process of forecasting should be considered from the perspective of dominant principles of optimization of educational subsystems as well as identification of the trends of development of educational processes reflecting the substantive component of the process of integration of the system of social institutions in postindustrial society. It also provides for regard for various kinds of integration: at the federal, regional, municipal level, levels of subsystems of education, particular kinds of educational institutions, institutions of science and production. As a result, forecasting of development of the social space of the system of continuing education is expedient from the perspective of expanding the interrelation of institutional and non-institutional (or socially institutionalized) structures of education. Alongside the institutional structures of education, of special significance at the modern stage are structures that are not educational but have a considerable educational potential (“Centers of Leisure Education”, “Centers of Creative Extended Education” etc.), museums, libraries, various funds as well as production structures at higher educational institutions and institutions of science. It should be noted that integration structures of “education – science – production – high technologies” become promising for forecasting of development of the social space of systems of continuing education with account for their interrelation with structures of extended education, which reflects the context of the modern pedagogical theory within the frames of interpretation of the substance of the notion of “conglomerate diversification” [3].

In the context of development of the pedagogical theory an optimizing area of expanding the sphere of social space is extended education's being important in

the functional and substantive aspect of the organizational component structure of the system of continuing education creating its integrity. Development of social space of extended education should be considered from the perspective of continuity of the form of organization of the activities being priorities in the educational process of institutional education. In this context the organizational culture of the activities implies the design-technological type of organization of the activities of priority at the modern stage [2]. Integration of extended education into the organizational structure of the system of continuing education is manifested in the vector orientation of educational programs of extended education expanding the possibilities of assimilating educational programs (basic and additional) by the person in the form of design and research activities in the “education – science – production – high technologies” system. From the forecasting perspective this process can be considered as a sustainable strategy of development of the self-value and self-sufficiency of the form of extended education in the context of the leading ideas of modern education.

Considering the innovative processes in the system of higher education it should be noted that the system of extended professional education has grounds for preconditions that promote increased intensity of the educational process of continuing education, including: (a) conscious orientation in the sphere of cognitive activity motivating for continuous study of educational levels; (b) steady motivation for buildup of general and professional skills and knowledge; (c) high creative potential due to freedom of choosing a continuous educational trajectory; (d) educational programs of extended education in the “education – science – production – high technologies” system implemented in the system of leisure education and retraining and qualification improvement of adults and characterized by a very important quality – multiple-level system; (e) from the perspective of the competence approach transition of the focus from control over the content of study of the educational programs of extended education to its personality-related and socially significant result in the form of abilities, knowledge, skills (general and professional competencies).

Forecasting of development of social space is presented from the perspective of one of the priority vectors of the “education – science – production – high technologies” educational vectors – the so-called leisure educational programs implemented in educational structures of extended education. In this connection it is expedient to state the developing connection between academic science and practice within the framework of activities of such institutions as “House of Scientists” of the Central Institute of Aerohydrodynamics (Zhukovsky, Moscow region)¹.

We would like to note that the steady character of this strategy of interaction of educational, production and scientific structures is ensured by the developing innovative models of extended education oriented to pedagogical forecasting of the social educational space from preschool education to education of adults and “third” age people. At the municipal level it is interesting to consider the experience

¹ This educational institution has been functioning since 1995 and acquires the strategy of innovative development. Its activities are aimed not so much at preservation of the spiritual traditions of science and scientific intellectuals but rather at formation of a multiple-age educational sphere (children, young people, adults and “third” age people).

of the institution of extended education “Center of Aesthetic Education of Children and Youth” (Korolev, Moscow region) being an experimental ground of the laboratory of methodology of educational space of the Institute of Theory and History of Pedagogics of the RAE that enables both children and students of higher educational institutions, adults and “third” age people to implement cognitive activity on the basis of personality significant projects on the basis of institutions of extended education.

An important area of implementation in the practice of the type of conglomerate diversification that expands the range of interaction of science, education, and production are educational programs oriented to their integration within the frames of international projects; a characteristic trend here is joint development of the content of educational programs of extended education carried out by the academic teaching staff of a higher educational institution and highly qualified practical specialists [3]. As result the leading form of organization of design and research activities ensuring integration of the personality into the system of extended education is the mechanism of effective interaction of general education school, lyceums, technical schools, institutions of extended education, colleges and higher educational institutions, which is aimed at development of the social educational space of the system of continuing education. It is reasonable to note the socially significant results of joint activities of all subsystems of continuing education: (a) integration of the activity of administration and teaching staff of general, professional, and extended education, and representatives of science that allows development and testing of new educational technologies, models of educational institutions of advanced education, forms and methods of education, study guides, and programs of extended professional education; (b) integration of the activities of subsystems of continuing education allowing implementation of scientific and production practices in scientific-research laboratories, workshops, departments of higher educational institutions and leading enterprises, etc..

In defining the trend in forecasting the development of the social space of the system of continuing education agreeing with the potential of the functions of extended education it is necessary to consider its important social and personally significant aspects, oriented to implementation of continuing and postindustrial education, as the leading ones at the present stage.

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RELEVANT CONCEPTS OF FL “ON EDUCATION IN THE RUSSIAN FEDERATION” AND LEGISLATIVE REGULATORY INNOVATIONS IN THE SPHERE OF EDUCATION

R. I. Abushov

Considering the essential changes in conditions related to the functioning of the state economy and the organizational basis of the educational system that have taken place since adoption of the Law of the Russian Federation “On Education” (1992) [1] and the Federal Law “On Higher and Postgraduate Professional Education” (1996) [2] which were laws of the transition period and crisis stage in the development of Russia, adoption of the FL “On Education in the Russian Federation” [3] is timely. In addition, this law contains some part of the provisions that were established and applied before and regulates a number of legislative innovations in the education sphere.

It should be noted, that substantiating the need for development and subsequent adoption of the law under consideration, the Committee for Education of the State Duma of the Federal Assembly of the Russian Federation offered, in our opinion, the following logical and trustworthy concepts:

Concept 1. The need for development and adoption of FL “On Education in the RF” was dictated by the fact that the modernization of the education system that has been under way in the recent 20 years demanded constant updating of the legislative on education through special amendments to the Law of the Russian Federation “On Education” and the Federal Law “On Higher and Postgraduate Professional Education”. The structure of the Laws was not meant for that, which resulted in an unbalanced character of a number of norms of the federal legislation. At the same time in some cases there are effective norms that were established by the legislation of the Soviet Union. All this resulted in a rather vague legislative base in the education sphere.

Concept 2. Adoption of the FL “On Education in the RF” was caused by the general problem of legislation in the education sphere, such as insufficient precision and sometimes ambiguity of the conceptual framework used. The legislation in effect in the education sphere contains practically no definitions of the terms used and those available do not always conform to the present requirements. This applies to the definition of the very notion of “education” that actually limits the education sphere down to standardized or census (level) education leaving out preschool, primary general and extended education, which are not levels of education according to the regulation of part 5 cl. 27 of the effective Law of the RF “On Education”.

Analysis of the FL “On Education in the RF” allows identification of over 20 innovations of legislative regulation in the education sphere. We consider the following innovations to be the most vivid ones: *firstly*, for the first time in the legislation on education a glossary was introduced including 34 major terms and notions describing the system of education; *secondly*, a new notion of “an organization involved in teaching” was introduced uniting educational organizations

and organizations involved in teaching that will include scientific organizations, organizations for orphans and children without parental support, organizations involved in treatment, promotion of health and providing recreation for children or their social servicing, etc.; *thirdly*, the term “higher professional education” was substituted for the term “higher education”, which now conforms to cl. 43 of the Constitution of the RF; *fourthly*, the law does not use the term “primary vocational education” and does not single it out as a separate level. But the level of secondary vocational education provides for two kinds of programs: training of qualified workers (employees) and training of middle specialists, which means broader possibilities for such professional training; *fifthly*, the law specifies the forms of receiving education in organizations involved in educational activity (full-time, on-site, off-site and extramural, and non-residency) are not considered as a form of receiving education but as an instrument providing the possibility for persons that received education outside educational organizations to undergo intermediate and final competence assessment in nationally accredited educational institutions and to receive a document of education; *sixthly*, the law expands the range of the subjects entitled to be involved in educational activity and secures legal possibilities for access of “noneducational” organizations to educational activities. In addition, a separate clause was introduced regulating the legal status of individual entrepreneurs involved in educational activity (cl. 32).

In addition, the following issues were clearly legislatively stated for the first time: (a) the issue of the legal status of the teaching staff and executives of educational institutions; the law introduced obligations of the state regarding creation of conditions for performance of their comprehensive professional activities; (b) the issue of the rights and duties of parents and legal representatives of the learners. In particular, the law established the priority of the rights of parents to attitude development and education of children; secured their rights to receiving information and participation in all kinds of examination of learners, to participation in management of an educational organization and in selection of methods of teaching and attitude development; (c) the issue of creating commissions in educational organizations for settlement of disputes between participants of educational relations; (d) the issue of specific features of organization and provision of education to individual categories of learners; (e) the issue of specific features of implementation of specific kinds of educational programs (military, medicine, culture, art, etc.); (f) the issue of establishing measures of social support to learners, including those requiring additional social support; (g) the issue of protection of health of learners and psychological-pedagogical, medical and social assistance to learners having difficulties in studying basic general education programs, development, social adaptation, etc.

Thus, the FL “On Education in the RF” in accordance with cl. 43 of the Constitution of the RF, with account of the Bologna Declaration and the International standard classification of education, regulates a clear system of education levels and educational censuses and specifies the diversity of the kinds of educational programs ensuring mobility and more flexible response of the system of education to the demands of the society and labour market. The law under consideration has a strategic and systemic character oriented to a long-term perspective. It is a single integrated basic legislative act comprehensively

regulating the relations in the education sphere taking into account the present needs of educational practice, general trends of social-economic development of the country and world trends of education development. The law secures the basis of legal regulation of the system of education in the Russian Federation based on the priority of human rights and freedoms ensuring state guarantees of citizens' rights in the education sphere, solves problems of education as a branch of economy and serves the basis for development of the human potential in the Russian Federation and innovative development of the country in general.

Of principal importance is the fact that the FL "On Education in the RF" preserves the basic principles and norms secured by effective legislation on education, primarily with regard to state guarantees of exercise of rights in the education sphere, the right to choose an educational organization and to receive education in accordance with learners' aptitudes and needs, learning in one's native language, legal guarantees of ensuring accessibility and quality of education, and state-public education management. The law reflects the results of the many years' experience in the introduction of the Unified State Examination as a form of state (final) competence assessment of learners that have completed educational programs of secondary general education and as a form of entrance tests in relevant educational subjects to educational organizations implementing bachelor and specialist educational programs. It should be recognized that the currently effective system of USE has proved its efficiency and importance although it is still at the development stage and is far from being perfect. The law also contains the practical results of the introduction of federal state educational standards into the education system that are the basis of objective assessment of the quality of education of persons that have completed educational programs at the relevant level irrespective of the form of receiving education or form of learning.

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VALIDATION OF INFORMAL AND NON-FORMAL EDUCATION RESULTS AND LIFELONG EDUCATION

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Economic crisis, which revealed the structural weaknesses of European economy, has become the key factor for actions undertaken by the European Union in relation to lifelong education. At the same time, such long-term issues as globalization, increasing demand for limited resources, demographic depression, and ageing population are becoming more essential. To some extent, an attempt to solve these issues comes in the “*Europe Strategy 2020*” adopted by Member States and including 3 interrelated aspects: (a) “smart” development to develop knowledge and innovation economies; (b) balanced development to support more resource-efficient, environmentally friendly and competitive economies; (c) development for facilitating social inclusiveness to support economies with high employment levels and provide social and geographical integrity. In this document, the European Commission stated the need for raising the appeal of European higher education internationally and improving the quality of EU education at all levels by supporting student and intern mobility, as well as by improving labor market conditions for youth. Measures to be taken include: integration and improvement of European academic mobility programs within scientific cooperation; modernization of higher education (learning, administration and financial programs) by comparing HEIs and their educational results internationally, as well as by taking actions to validate informal and non-formal education. These provisions maintained by Member States and social partners shall encourage youth to join the labor market due to internships and other methods of gaining professional experience¹.

Lifelong education as well as the validation of informal and non-formal education is of great significance for the EU higher education development. The ministers recognized the importance of lifelong education in their Ministerial Communiqués in Prague and Berlin as one of the basic methods to extend access to higher education and balance the possibilities in the field, and stressed the need for HEIs to participate in the related common action strategy.

Lifelong education involves activities that are different from a traditional higher education in its stationary forms, where high school graduates are enrolled. HEIs develop learning programs for people of various age and learning needs and abilities. On one hand, this is due to growing demand for such education, while on the other hand, it is due to current demographic processes. Within the framework, an offer for educational services which enables lifelong education will serve as the

¹ Komisja Europejska. EUROPA 2020. Strategia na rzecz inteligentnego i zrównoważonego rozwoju sprzyjającego włączeniu społecznemu. Bruksela, 3.3.2010. http://ec.europa.eu/eu2020/pdf/1_PL_ACT_part1_v1.pdf [15.03.2013]

essential development strategy for HEIs and the connecting factor for reforms carried out by HEIs within the Bologna process¹.

Validation of informal and non-formal education is increasingly considered to be lifelong and lifewide education enhancement. In May, 2004, understanding the significance of education beyond formal learning, the European Council adopted the package of common European principles on validation of informal and non-formal education results. The documents define the principal issues for development and implementation of validation methods and systems². Further regular work on the principles made it possible to create the "Education and Learning Program 2010" in 2006, and then the "Education and Learning Program 2020" which determines a strategic framework for European cooperation in building knowledge-based Europe and implementing the education strategy for all levels and situations, i. e. informal and non-formal education³. Validation is an estimation of a person's learning results, and may lead to the issue of a certificate or diploma. "Validation of learning results" is understood as learning outcomes (knowledge, skills and competences) acquired by a person within formal, informal or non-formal education, which are evaluated by a relevant body or agency with regard to previously established criteria and correspond to the validation standard requirements. Validation commonly results in certification, i. e. a certificate or diploma issued.

As many countries and the European Commission participate through OECD in the field, validation is considered essential for national economies in the spheres of education, learning and employment. Validation in Europe is organized in various ways. Validation can be understood as an integral part of existing formal education and learning. Then it is regarded as another nationally approved educational route which leads to achievement of learning results and possible certification. In other countries, validation functions in parallel with formal education. The system is managed differently, yet it uses infrastructural elements of formal education such as educational reference criteria and standards for formal qualifications. Also, it can be treated as an independent process which leads to specific forms of approval and is not connected to formal education either through institutions or through standards or certification⁴.

There are also other European policy instruments which are essentially associated with validation. The "*European Qualifications Framework*" (EQF) supports validation through implementation of European reference criteria for all-level qualifications across Europe, and is focused on validation to be included into

¹ A. Kraśniewski, *Proces Boloński*. Warszawa 2009, s. 45–47.

² European Council, Conclusions of the Council and representatives of the governments of Member States meeting within the Council on common European principles for the identification and validation of non-formal and informal learning (EDUC 118 SOC 253, 18 мая 2004). http://ec.europa.eu/education/policies/2010/doc/validation2004_en.pdf [10.03.2013]

³ Konkluzje Rady z dnia 12 maja 2009 r. w sprawie strategicznych ram europejskiej współpracy w dziedzinie kształcenia i szkolenia (ET 2020) http://europa.eu/legislation_summaries/education_training_youth/general_framework/ef0016_pl.htm [15.03.2013]

⁴ *Europejskie wskazówki dotyczące walidacji uczenia się pozaformalnego i nieformalnego*. Luksemburg 2009, s. 13–15. http://biblioteka-krk.ibe.edu.pl/opac_css/doc_num.php?explnum_id=63 [16.03.2013]

formal qualifications. Due to qualification levels and descriptors which define knowledge, skills and competences according to learning results, maintenance of transparency for qualification levels as well as comparability for all countries and regions is significantly simplified¹. Furthermore, in 2004, the *Europass* system which includes the *Europass CV* and a document package for better representation of qualifications and competences across Europe, was created. Another tool which documents learning results is the *Youthpass* within the “Youth in Action” program, as well as *qualification passports* for various sectors developed within the framework of European social dialogue on sectors². In 2009, the European Commission and European Centre for the Development of Vocational Training (CEDEFOP) published the European Directives on validation of informal and non-formal education, which serve as a technical validation standard for people professionally dealing with and making decisions on the issues. In the Directives, much attention is directed to validation regarded from different positions (individual, organizational, national, European). These documents are a practical tool applied voluntarily. Scores and achievements based on learning results are a tool which potentially enables “transferring” informal and non-formal education. With respect to higher schools, it is known as the European Credit Transfer and Accumulation System (ECTS) which was developed within the Bologna process to facilitate academic mobility between higher education institutions. In relation to vocational education and training, there is a European Credit system for Vocational Education and Training (ECVET)³.

Establishment of national qualifications frameworks is significant for validation. The transition to learning results can be important for further validation development, and the national qualifications frameworks appearing now simplify the introduction of national standards for learning results (competences), ensure the interrelation between qualifications, and encourage the transfer of education and its availability. The qualifications frameworks are most importantly advantageous for simplification of validation, since qualification levels are commonly classified and represented as learning results. These levels do not depend on a particular qualification type, and enable the use of informal and non-formal education results, subject to validation at a certain level, as a reason to fully or particularly approve a qualification.

The current work maintained in Europe to validate informal and non-formal education results as well as establish national qualifications frameworks has a common purpose. These elements allow particular individuals to achieve educational progress thanks to learning results and competences, regardless of the duration and location of a particular training program⁴.

¹ European Parliament, European Council, Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European qualifications framework for lifelong learning (Official diary of the European Council, 2008, C 111, s. 1-7). <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF> [10.03.2013]

² Komisja Europejska. Zalecenia Rady w sprawie walidacji uczenia się pozaformalnego i nieformalnego. Bruksela 2012.2012/0234(NLE). http://ec.europa.eu/education/lifelong-learningpolicy/doc/informal/proposal2012_pl.pdf [15.03.2013]

³ *Kształcenie i szkolenie zawodowe w Polsce. Charakterystyka ogólna. Raport*. Luksemburg 2011. http://www.cedefop.europa.eu/EN/Files/4105_pl.pdf [15.03.2013]

⁴ *Europejskie wskazówki*, s. 26.

It is too soon to estimate the results from validation of informal and non-formal education since the procedure is *in statu nascendi*¹. However, we believe validation to be of significant importance for balancing the possibilities for approval of particular persons' skills and competences. It is primarily essential for underserved groups such as immigrants and individuals with disabilities. Validation will aid practicing lifelong education and improving availability and mobility in education as well as formal & non

**CONTINUOUS EDUCATION
AS AN INNOVATIVE MODEL
OF VOCATIONAL EDUCATION
AND AS A PREREQUISITE
OF INNOVATIVE DEVELOPMENT
OF STATE AND SOCIETY**

A. Aroge

Continuous education. Continuing education is any training or classes that one takes after completing formal education. Continuing education can be college classes taken after completing a formal degree program or seminars and training taken to improve one's job skills. Many professions require that members of their profession continue learning new and changing skills to retain their credentials or even licenses. Some professions require members to take continuing education hours every year to keep their licenses current. In Nigeria, the Teachers Registration Council Law requires all certified teachers to participate in approved continuing education courses as a condition of periodic renewal of registration.

Vocational education. Vocational education, also called technical education, is teaching skills which are directly related to a specific job or profession, as opposed to academic education which looks at a subject in a more abstract way.

Continuing and vocational education and training (CVET) as an engine of innovation of development of state and society. The potential of vocational training to support or even drive competitiveness, innovation and growth policies has largely been neglected in education and training policies, in particular when compared with the role attributed to the higher education sector. This neglect is harmful as it underestimates the crucial importance of high volume and high quality CVET for retaining and developing the economy.

Traditionally conceived as preparing people for technical, manual or crafts occupations, the boundaries of CVET have been shifting for quite some time: vocational qualifications are spreading to higher levels of education and training. This reflects the need for vocational skills and competences at increasingly advanced levels, but is also reflecting the need to combine academic and professional preparation. Young people participating in Initial Vocational Education & Training (IVET) need to develop relevant technical skills but also to learn to cope with change, complexity and the need for continuous skills development. However, given demographic tendencies, it is also crucial that adults in working life constantly update, upgrade and or reorient their skills and competences. Continuing Vocational Education and Training (CVET) is gaining strategic importance through equipping older workers with skills necessary for changing jobs as well as for entrepreneurship.

Some regions in the world have adopted diversified development strategies to encourage economic growth by including education and training providers. In the Nigeria, government approved the introduction of Vocational Enterprise Institutions (VEIs) and Innovation Enterprise Institutions (IEIs): They are private institutions

that offer vocational, technical, technology or professional education and training at post-basic and tertiary levels to equip secondary school leavers and working adults with vocational skills and knowledge to meet the increasing demand for technical manpower by the various sectors of the nation's economy.

The Government of Nigeria is committed to widening access to Technical and Vocational Education and Training (TVET) and ensures that private sector trainers and trainees are brought within the formal realm and continue to develop further the newly instituted VEIs and IEIs. Additional curricula were developed to provide further choice of courses and programmes for them. International and national partnerships are explored for the development of curricula and course specifications as well as the establishment of a system of exchange of skills and knowledge.

Partnerships not only rely on indirect representation through employer or social partner organisations, but are based on direct involvement with enterprises. Central to the partnerships are opportunities to develop innovative teaching and learning processes based on work based learning models, where students get genuine opportunities to learn through and from tackling complex and authentic challenges.

Financial incentives for continuing vocational education and training.

The importance of continuing vocational education and training (CVET) is rising hand in hand with ageing population and changes in technology and work processes. An efficient and effective system of CVET is contributing to VET excellence by making sure that people continually acquire and update the skills needed by the labour market.

In order for CVET to be efficient and effective, the whole CVET system needs to be built taking into consideration the objectives that are to be reached. For example, as the participation in CVET of older and less qualified persons is often lower, this could be a main priority for support measures. Much CVET takes place in companies, but this training is targeted mainly at those who are already in employment, who have high qualifications levels and who are relatively young. In order for CVET to reach also other target groups, it is important that also other stakeholders, such as Social Partners, participate in the design and financing of CVET.

Increase manpower need. Introducing Continuous Education to Vocational Education will reduce manpower shortage. In most countries of the world, there is shortage of Technical manpower. In Nigeria for instance, Technical manpower shortage exist in virtually in most spheres of economic activities, but more prominent in the area of Electrical Engineering Technicians, Mechanical Engineers, Welder, Frame and Building Construction occupations. Critical technical manpower shortage is highest in the National Diploma (ND) category (34%), followed by Higher National Diploma (HND) (25%). Technical manpower shortage in the Bachelor of Science (B. Sc.) category is (18,7%) while that of PhD is a paltry (0,1%).

The future of continuing education. The abundant access of information, rapid technology changes, increased global interactions, industry shifts as well as increasing entry level credentials and skill requirements ensure that Continuing Education will remain a valuable resource for managers in the future.

Managers will continue to depend on continuing education as a tool for ensuring a highly skilled and knowledgeable workforce. Individuals will engage in lifelong learning as a means for upward career mobility, job enhancements and enriched quality of life.

The increased interest in lifelong learning coupled with rapid technology advancements and demands on individual personal time will guarantee that educational options will continue to be flexible and fit within the constraints of personal time and organizational priorities. The growing global economy will continue to drive the development of learning activities that span geographical regions and time zones allowing individuals around the world to collaborate and learn together.

Organizations around the world will depend on continuing education to maintain competitive positions and adopt current innovations. Managers will depend on lifelong learning to produce a workforce with the knowledge and solution based skill-set that is required for organizational growth.

Conclusion. The design of an appropriate environment for CVET excellence requires several areas of intervention at system level:

- 1) Make CVET an integral part of comprehensive economic development strategies
- 2) Ensure that VET includes high level of qualifications and interacts better with other parts of the education and training system
- 3) Create conditions for the flexibility and institutional autonomy of VET providers
- 4) Include CVET in comprehensive labour market intelligence and governance
- 5) Provide incentives for and mainstream CVET excellence
- 6) Increase opportunities for mobility in CVET

- Office (Research Paper 15). Available from Internet: http://www.cedefop.europa.eu/EN/Files/5515_en.pdf

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LIFELONG EDUCATION IN THE CONTEXT OF DEVELOPMENT OF THE INFORMATION SOCIETY

D. I. Naumov

The global information society is a modern reality, a new historical phase in the development of civilization that is inherently characterized by merging globalization and informatization processes into a single trend of societal development of mankind. It develops at a breakneck speed and is characterized by the convergence of telecommunication, multimedia, information and communication technologies. This gives rise both to new products, services, business methods and tools of social relations management, and also to new forms of interpersonal relationships and inter-group communications. According to scholars (D. D. Bell, M. Castells, A. Toffler, etc.), the distinctive features of the information society include the following: (a) a decreased role of material production and an increased role of systematized information and cognitive knowledge in the life of society, leading to the development of respective infrastructure (in particular as part of the education system); (b) minimized importance of the spatial and territorial organization of mankind thanks to the accumulation of information within the Internet, which enables humans to engage nearly in any activity outside offices or production facilities; (c) making information and computer technology a major factor of production, an increased share of information communications, products and services in GDP; creation of the global information space providing for efficient information interactions between people, their access to global information resources and catering for needs for information products and services, etc.

When analyzing social aspects of the modern individualized society, the British sociologist Z. Bauman notes that it is radically different from all the previous forms of human existence [1]. According to Bauman, what is characteristic of this type of society is that the role of forces and tendencies beyond human control increases, human existence becomes more uncertain, and the individual is less protected against uncontrollable factors, and seeks to abandon forward-looking goals for the sake of immediate results. As a consequence, human existence becomes fragmented, the role of the spiritual factor in the life of a modern person is decreasing, a dialogue between the public and the private is rejected, modern information and computer technologies create an often illusory understanding of reality, and the stability of the social order is disturbed in general. It is no wonder that in the context of these processes, I. Wallerstein expects that in the medium term the information society as a whole will be affected by a moral and institutional crisis which will challenge its viability [2]. Naturally, the logic of crisis processes will also affect the institute of education, which ensures the preservation, development and transmission not only of information and knowledge, but also of cultural traditions and values.

A negative aspect in the development of the information society, in which the social basis is increasingly losing its significance, is the emergence of new

mechanisms and forms of exploitation of man based on the principle of external regulation of access to information resources. For example, in his work *The Information Age: Economy, Society and Culture*, Castells postulates the transition of mankind to "information capitalism" ("informationalism") in which economic and social success depends on the ability to generate, process and efficiently use cognitive information [3]. Individuals or social groups who find themselves outside the common information space, which is often socially and psychologically uncomfortable, become subject to control and regulation, losing the opportunity to exercise their right to self-determination in the face of anonymous global social structures. This means breaking the essential bonds between people, causing anti-humanism of society, disorientation and helplessness of man, involving the loss of personal identity and reduction of personality to a set of formalized roles that are only relevant in situations of exchange and organization. This results in the intensive formation of massive communities on the basis of modern information and computer technologies that are open for commercial, administrative or political manipulations, and considerably narrower opportunities for the development of an individual in particular and mankind in general.

An individual aspect of the establishment of the information society which is characterized by the fundamental transformation of needs and value orientations is the assessment of the role of the personal factor in these processes. *On the one hand*, the information society creates socio-cultural, technical and material conditions for designing a highly diversified and creative communication that unites mankind. It should make culture highly innovative and sophisticated, become a means of the democratic arrangement of social relations, and active involvement of all individuals, etc. Interactive dialogues that have become widely common thanks to electronic means of mass communication and the Internet seem to create an environment for designing a communicative process between individuals, groups and communities. It should be focused on empathy, mutual understanding and connection between the individual (private) and the collective (social), even if in the virtual environment. In terms of the establishment and development of lifelong education, the existence of such a communicative process conditions the ongoing actualization of personal characteristics of all its actors in the field of professional interactions. This creates opportunities for self-actualization of personality, and discovery of creative and intellectual capabilities of an individual, but at the same time acts as a strong stress generating factor. *On the other hand*, the communication space of the information society creates an anonymous and individualized version of modernity, both in daily life and on the macro-social level. In this space, the group standard and value based foundations of social behavior no longer serve as self-evident regulators for an individual, losing their compulsive and restrictive force. At the level of society as a whole, this leads to the emergence of two opposite processes: on the one hand, there is integration of mankind as a single social community on the technological platform of the Internet and related software, but on the other hand, there is segmentation of the social sphere and a revival of the caste principle of organization of society. From the perspective of lifelong education issues, this means the expansion of virtuality into education practices, the gradual devaluation of tradition and moral authorities in professional educational activity, and evening out of ethnic and cultural specifics of education systems.

Thus, the modern interpretation of the concept of "lifelong education" makes diverse cognitive activity of an individual driven by their personal, social and professional needs and prospects, and by dynamism of social and institutional processes in the information society relevant. Functionally, the goal of this activity, being implemented both through formal and non-formal education, is to acquire knowledge, improve abilities and skills, and upgrade competencies which are collectively considered to be a major adaptation resource of one's personality. Naturally, the transition of mankind to this stage of information development has made the process of continuous learning/self-learning relevant with the view to be able to successfully adapt to ongoing social, economic and technological changes. However, the contradictory trends in the development of the information society (the building of which is currently a strategic goal for many countries which see modern information and computer technologies as an effective tool for accelerating social and economic development) dramatically change the conditions of the individual and collective existence of people, thus making the development and efficient functioning of the system of lifelong education problematic.

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THE ROLE OF EXPERIENCE OF STUDENTS IN PROBLEM-BASED LEARNING: PROSPECTS OF LIFELONG EDUCATION

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Implementation of lifelong education concept is closely related to the search for relevant didactic means. Problem-based learning (PBL) is a strategy of education that allows students to think about and develop competences necessary for lifelong education. Here, both acquired knowledge and the specific form of education with the help of which students develop their transferable skills are important. Problem-based learning is quite widely used in the whole system of education. In this article this method of education is discussed in the field of higher education. Problem-based learning (PBL) emphasizes the integrity of education, and thus, overcomes the legacy of traditional education – the wish to separate academic activities from a person's everyday life experience. Scientists who study PBL pay attention to the fact that each individual should mould his/her own identity of the student, and have the possibility to conceive the development of education, to understand the role of the social context that has an impact upon education.

In traditionally-based learning, techniques of traditional education, focused on absorbing the objective of scientific content, and at the same time, leaving the role of a passive listener and of a participant for students, are replaced by active activities of students. Lifelong education becomes possible when students themselves construct their knowledge and relate it to their experience. Problem-based learning is experiential learning, since it stresses importance. Sometimes, academic literature specifies an element of problem-based learning: activating the experience that students already have. It not only becomes a condition of successful analysis and solution of a specific problem, but also becomes a transferable skill – to transform and adapt the available experience to other educational situations. Such a continuously enriched experience becomes an important resource of training during one's lifetime. In this case the difference between life experience and the experience of education demonstrates itself only at the analytical level, but in reality, these two forms of experience are closely related to each other. However, in the learning process, such an understanding of the available experience is not a self-evident fact, and it is not so easy to implement it. Students very often acknowledge that the information given by a teacher, as an expert, is much more valuable than knowledge received by the students themselves. On the one hand, this is a manifestation of the relations of authority and hierarchy existing in the process of education and in the educational system. On the other hand, it forces one to look for new didactic decisions on how to increase the value of the already available experience of students. The strong point of problem-based learning consists in the fact that it is used as a system of education organized as a series of repeated cycles. (Mažeikienė ir Lenkauskaitė, 2011).

The possibility of using the experience of students in the education process demonstrates itself at the very first stage of problem-based learning: articulation of a problem. A teacher gives up on the idea of traditional division of all training materials into individual topics, and instead offers a problem which is the main source of training. Problems shall be interesting for students in terms of their contents and means of their decision. However, sometimes such problems announced by a teacher are not based on the examples taken from the experience of students. That is why another way of articulation of the problems is used: to give students the opportunity to articulate problems themselves based on their own understanding and experience. This method is not yet widely used in problem-based learning, because teachers are afraid that the training materials that were supposed to be studied during the whole training course and the training program will not be learnt. (Lenkauskaitė and Mažeikienė, 2012). In terms of principles of traditional training, this is a reasonable concern, however, in terms of the constructivist theory, it generates great value, because it helps to involve the students into articulating a problem. The experience of students becomes a foundation, and there is a interconnection between their life experience and the world of education. Education is understood by them as an integral part of their activities. The experience, which is valuable for education, is the experience of life in a family, work activities, the experience of previous education, experience related to social identity (class, gender, age, belonging to social groups, communities, subcultures, minorities, etc.). The authenticity of a problem is important here. This authenticity allows students to analyze and solve complex, difficult, interdisciplinary tasks. According to K. Reusser (2005), problems are not just "cold" cognitive structures, but rather the "hot cognities", because they strongly involve a student, awake his/her interests, allow him/her to understand the social context in which he/she is acting, and to understand how the problem is related to this context.

Based on acknowledgement of the experience of students, a student and a teacher can change their relations already in the process of articulation of a problem. Based on the theory of M. Foucault (2007, 2012), these relations may be analyzed within the scope of the theory of power. M. Foucault stresses the creative aspect of power. The relations of authority and hierarchy exist everywhere, they are inevitable, and it is now possible to build a society without the relations of authority and hierarchy. In accordance with the theory of social constructionism, the relations of authority and hierarchy are also created and constructed. In the theories of power it is stressed that the battle of interests takes place everywhere, and that at the same time, relations of authority and hierarchy may be changed and turned upside down. Such an overturn is possible due to the lifelong education concept, because unidirectional relations of a teacher and a student, where one plays an active role in the transfer of knowledge, and the other one accepts passively, are being transformed. Such a relation is not desirable outside the scope of the institutions of the formal education system, where the process of democratization and redistribution of power takes an active place. In the process of problem-based learning, a teacher becomes an assistant, and a student accepts the initiative and responsibility. Students can speak, look for problems and articulate them.

In problem-based learning it is possible to find two phases and stages of activity – individual training and team work. Their balance is a precondition for the efficient combination of already available experience and the experience gained in the process of problem-based learning. Students are united into groups at the beginning of the process of problem-based learning, in which they distribute questions for individual study between them. After the phase of individual work, students return to their groups in order to discuss the problem with their colleagues in their team. The individual stage of learning may be used by students as a time for thinking about their experience, and understanding the studied materials based on their own situation. Thus, the variety of experience of the participants reveals itself, and this variety of experience becomes an advantage. The variety of experience gives an opportunity to understand the meaning of phenomena approach in the modern theory and practice of training (Schutz, 2004, Berger and Luckmann, 1991). In accordance with the above-mentioned approach, the universal form of life world does not exist (*Lebenswelt*). The life world is always a particular world that was developed in a specific social and cultural context. That is why it is useless to try to unite authentic experience and knowledge.

The variety of experience of students may be explained by different factors. One such factor is family status. Married students that have children more often face the necessity to solve problems, to reach agreement over their interests, to arrive at a compromise. Based on their own experience, they acquire their own attitude to social problems. Different ideas are developed in a team that explain how the problem has arisen, and what the ways of solving it are, using different approaches. These different approaches are discussed, evaluated, and after discussions, a common decision is made, which does not claim to be an absolute truth, but is discussed based on all possible prospects. Thus, the complex, contradictory, changing nature of the social worlds reveals itself.

Work activities of students play an important role in the process of lifelong education, in which more and more students participate. However, these work activities remain ignored and marginal in the course of study. Both teachers and students themselves perceive these activities as a hindrance to the way of perception of academic knowledge. Often, students work in fields that are not related to their subject matter. However, if we are talking about education in a wider sense, underlining the meaning of transferrable knowledge, the work experience related to one's own profession, or not related to one's own profession, may be more determinately used in the course of study by means of its understanding and reflection. Academic experience is also important, because it helps one to understand education as a continuously developing process. This experience dictates a specific style of education, which predetermines why students prefer the particular type of activities. Such a variety of the individual experience of training in a team is specifically valuable if we are thinking about the complexity and comprehensive nature of the problems analyzed, and the large number and variety of information sources. Students understand their style of learning, and at the same time compare their style of learning with the specific character and behavior of other students, start to understand the difference and usefulness of the variety of cognitive approaches. This situation helps the students, based on their own experience, to open other important sources of

training (the opinion and experience of other people), to learn how to unite them and to reach compromise. The theoretical base of this position was phrased by K.R. Popper, 1981, who stressed the importance of a variety of sources in obtaining knowledge. No single source in the process of acquiring knowledge is final or reveals the complete truth. This principle is closely related to his concept of falsification in the philosophy of science, and later, to the idea of political philosophy about the open society.

The cognitive activities of a socially heterogeneous group, where students with different social identities and obvious differences in their social experience are represented – students of different age, sex, previous education, professions, non-traditional students, representatives of the minorities and socially vulnerable groups, etc. – are very valuable. In such a case it is important to give the students the opportunity to express their opinion, analyze problems from different viewpoints, and come to a conclusion.

Thus, the principles of pragmatic constructivism, the originator of which was D. Dewey, are realized. According to the opinion of Dewey (Dewey, 2009), use of different experience, and agreement of different interests and prospects is the sole opportunity for development of a democratic society. In such a way new relations of authority and hierarchy are developed which are not based on the role of the all-knowing teacher, but rather on the democratic principles that stress the pluralism of different experience and interests.

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EDUCATION WITHOUT BORDERS AS THE FUTURE OF THE PLANET

**K. Spirov
I. Babenko**

A successful example of solving methodological issues in education without borders comes from the International Society for Engineering Education (IGIP) [1]. It was founded in 1972 at the University of Klagenfurt (Austria) by Adolf Melezinek. Establishing engineering pedagogy was a step forward at that time, as engineering and pedagogy had never been linked before on a scientific level. IGIP created an international register of engineering educators, which lists qualified and certified educators.

The aims of the International Society for Engineering Education IGIP are: (a) improving teaching methods in technical subjects; (b) developing practice-oriented curricula that correspond to the needs of students and employers; (c) encouraging the use of media in technical teaching; (d) integrating languages and the humanities in engineering education; (e) fostering management training for engineers; (f) promoting environmental awareness; (g) supporting the development of engineering education in developing countries.

The results of this society's work can be considered to be an example of education without borders. In many cases, a student with a major in IT continues his studies in London after a one-year study in Vienna, and eventually obtains a diploma in Grenoble after the 4th year of study. The possibilities of this mode of study are periodically discussed at forums organized by IGIP.

The socio-economic changes that are happening in modern society have made training a professional teaching staff a top priority. Integration of national educational systems into the global educational environment, and, in particular, participation in the Bologna process, creates conditions for the transition from a traditional native conception of "education for the rest of life" to a new "continuous education throughout life", i. e. "lifelong education". This opens the potential for the development of educators' professional competence and defines epy innovation processes connected to mastering new, competence-oriented educational and engineering technologies at general education institutions.

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SCIENCE ON SYSTEMIC IMPROVEMENT OF HUMAN ACTIVITIES

O. B. Khovov

"Education must be a life-work". By the end of the 20th century, this observation, attributed to Socrates, became a necessary component of social reality in developed and developing countries, when fruitful human activities have become unthinkable without an ideology of continuous education. 2500 years later, ancient Greek pedagogics (leading a child, not "child care", originating from two word roots: a child and a leader) suddenly changed its content. The society began to view it as a specific (educational) activities of the "educatee" him- or herself throughout his or her life.

This author's task is to refer to the history of this transformation briefly, and to present the schematics of theoretical grounds for a new education concept formulated on the ground of interdisciplinary approach.

1. J.A. Komenský put forward an idea of necessity "... to learn at a young age everything we need for the present and the future life" and developed the first scientific didactic system of instruction in order to realize this humanistic idea. On the other hand, a very powerful system of upbringing whose foundation was laid by the Fathers of the Church back in the third century A.D., created within the framework of Christian ideology and developed over a period of subsequent 1300 years still, clung to the doctrine of edification as the principal method of influencing human minds. That is how the first pedagogical concept of "instruction and upbringing" came into being in mid-17th century. Over the course of subsequent 100 years, the great enlighteners: J. Locke, G. W. Leibniz, Ch. von Wolff, M.V. Lomonosov and others relied on this concept, forming new ideas of upbringing in the educationist sphere.

2. Encyclopaedists (J.J. Rousseau, M. Condorcet, Diderot, Voltaire), who were originally enlighteners, in later life strove to overcome the enlightening traditions in pedagogics. It was they who defined the in-depth essence of a historically significant pedagogical phenomenon known as education: physical development; the development and improvement of reason; the development of morals. Ancient Greek roots of such an understanding of education were found back in Homer's myths; that is why Plato called Homer the first pedagogue. This concept survives in Europe to the present day. Modern French (Larousse, 2006), German (Philosophisches Lexikon, 1996), British (Britannica, 2000) encyclopedias put forward similar definitions of the concept of "education", that always contain three components established by French Encyclopaedists.

3. In 1711, Peter I met Gottfried Leibniz during a tour of Europe. Upon the Tsar's request, the latter prepared for him a memorandum "On the Collegial System of Ruling the Whole State", that included a separate clause concerning the necessity of establishing a university. Leibniz wrote: "It is necessary to establish a university for the good instruction and upbringing of youth" [1]. Since then, the concept of instruction and upbringing has been realized in Russia for

300 years. M.V. Lomonosov, being a disciple of philosopher and enlightener Ch. von Wolff, gave priority to instruction in the concept of instruction and upbringing, while Catherine II gave priority to upbringing. The formation of capitalism required a balance, and during the Soviet period, the idea of upbringing prevailed again. The Russian Law of Education of 1992 balanced both components again: "This Law shall understand a purposeful process of instruction and upbringing as education..."

4. Thus, over a period of 3000 years, the social experience of European civilization in the sphere of preparing an evolving individual for life under the respective social conditions was translated into empirical theories and views of pedagogical science. While the first concept is essentially a certain prescriptive position of a teacher with his or her tools of influencing a student, the second one focuses on the students themselves, and their potential for personal development.

Education, engendered by social conscience, conceptually cannot exist in the name of an individual's personal interests and the development of his or her inclinations that are not always ideal; it must ensure the improvement of his or her activities intended for the benefit and prosperity of this society. Such a concept requires substantiating educational activities as a special case of human activities on a fundamental theoretical level.

6. Throughout the life of an individual, his or her purposeful external activities are engendered and controlled by his or her internal meaning-making activities: thinking. It determines moral limits and values but only external activities are a real criterion for moral values. Only human activities realized in seconds, hours and historical stages can be evaluated, measured and analyzed. Only human activities, their achievements and the methods of creating cultural values are objects of utilization within the framework of educational processes. It follows from those ideas that education must make the systematic improvement of a person's activities throughout his or her lifetime its conceptual task.

7. The results of a set of studies performed by the author in 1987–2012 confirm the justice of these ideas. The general theory of activities developed by 2004 became the theoretical foundation of educational activities study. It answered the question why as a result of generalization human activities, represented in various forms and various spheres of science and praxis, represents itself more often than not in the form of triads (three subsequent processes). E.g.: contemplation, theory, "praxis" (ancient Greek philosophy); acquiring knowledge, generating expertise, forming skills; instruction, development, upbringing (P. F. Kapterev, L. S. Vygotsky); intellectual, affective and psychomotor activities (B. Bloom); projecting, designing, work preparation (industrial products development); the establishment of links between neurons; changes in brain structure (the formation of an "ensemble"); a holistic reproduction of an "ensemble" (memory mechanism, neurology). More than 20 such examples have been recorded. The detection of the general properties of, respectively, the initial, intermediate, and conclusive processes, have shown that the metaphysical (essential) sense of those processes is enclosed in the following triad: connection establishment, structuring, systemization. The author's own experience of participation in the processes of projecting, designing and manufacturing

development for the production of the army vehicles suggested that each of the three subsequent processes takes a certain part in the other two.

A theoretical confirmation of this idea was found during the examination of the Kantian principle of complete interaction of substances used by A.V. Petrovsky and M.G. Yaroshevsky to construct a categorical system of theoretical psychology [3]. The essence of this principle is as follows: each single-level category contains imprints of other categories of the same level. A model of metaphysical activity processes was built on this foundation. It demonstrated that ideally the result was reached through the realization of three subsequent processes, each of which consists of three operations.

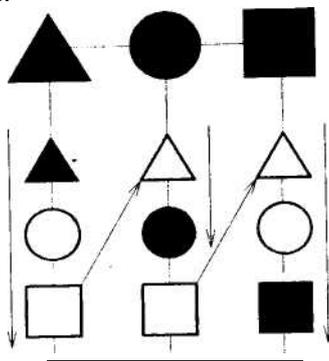


Fig. 1. A Model of Metaphysical (Essential) Activity Processes

8. Verification has shown that the conclusions contained in studies of activity processes (B. Bloom, L.S. Vygotsky, P.Ya. Galperin, J.S. Herbart, V.V. Davydov, P.F. Kapterev, A.N. Leontyev, A.V. Petrovsky, K.K. Platonov, R. Sternberg) correspond precisely enough to the proposed model used as a "matrix" that refined the empirical conclusions made by scientists in some instances.

9. The model of metaphysical processes permitted the author to overcome the framework of K. Marx' dialectic views. Marx proposed a two-component concept of culture, broken down into the spiritual and the material one. It turned out that the "production relations" are a particular case of social relations culture (the initial process), while the spiritual and material cultures correspond, respectively, to the intermediate and the concluding processes in our model.

10. Relying on a new concept of the structure of culture, the following questions were raised: does a three-component image of culture correspond to the historical process of European civilization development, and is it possible to find out any objective laws of continuous educational development in this way? As a result of this verification, a cyclic pattern of changes in cultural and educational paradigms was discovered. Let us cite an example: A historical cycle (the clan system, the ancient world, the early Middle Ages) and a cultural cycle (the culture of social relations, the spiritual culture and the material culture) correspond to the triad model.

11. While the spiritual and material cultures were reflected in educational programs, as our model has demonstrated, the culture of social relationships

(hereinafter, the CSR) is represented exclusively by "upbringing", a non-subject (systematizing) component, whose goal is the acceptance of social norms and moral values by the students. In order to become a course of study, the CSR must include two more components: "establishing connections" and "structurization". "Relationship" and "choice" can become such components. The subject of CSR can be supplemented by life safety, history of religions, ethics, ecology, social science, health, and civic consciousness that are taught without a system now.

12. Conceptually, educational activities (education) must be a systemic study of the culture of social relationships, spiritual and material cultures. Against this background, the respective methods of thinking – logical, convergent and divergent – must be mastered. These methods of thinking must be tested at the same time in terms of learning and practice with the purpose of creating new knowledge, expertise, objects and functions, finding variative, optimum or the best solutions or technologies leading to the development of social and moral norms; automation, algorithmization, instrumentalization of activities.

13. Systemically organized didactics of educational activities (see Cl. 12) must replace the existing set of instruction didactics and upbringing theory.

14. In recent years, an opinion according to which the function of methodology is the organization of activities, was put forward insistently in Russian pedagogical literature. This opinion contradicted the definitions from European encyclopedias. The proposed model proves with reason, which metaphysical principles determine the functions of the scientific triad: methodology, theory and technology.

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THEORETICAL APPROACHES TO CREATION OF A LIFELONG EDUCATION SOCIETY

S. Y. Chernoglazkin

Lifelong education has become an integral part of the life of Russian citizens. However, like any other life phenomena, it continues to develop. Lifelong education theory is also developing. Nowadays, it is focused on its social aspects, which bring the idea of lifelong education far beyond the limits of a school (general education and vocational training), and focuses attention on the educational potential of the most different processes taking place everywhere during a person's whole life. Development of such a potential is, in our opinion, a key dominant idea of today's research in the field of lifelong education. The paradigm of social significance, and the large-scale importance of lifelong education emerges. And these approaches, first of all, are linked to the development of active, transformative research approaches in the way of thinking and activities of a person.

We took task-based technology as a basis of the research character of the educational process. At the present time, it is considered to be a didactic system and relates to today's project-technological type of organizational culture [1]. In other words, task-based technology is a complex advanced theoretical and practical phenomenon. We have noted the characteristics of task-based technology. Based on its type, we have constructed the whole educational process, and all different other technologies used in the educational process. Afterwards, the educational process was focused on the purposes of education. Such purposes include a comprehensive specially developed complex of attitudes of a person to its activities, which allow a person to act in keeping with the efficient planning and performance of such activities, as well as voluntary self-mobilization and active reflection. Opportunities for development of this complex of relations were determined for different educational technologies, which made it possible to organize the educational process as a process of education of a labor subject, i.e. a person, who is ready for creative, productive and internally accepted life activity, the activity of an impassioned researcher, who willfully experiences and transforms the world. In its expanded and complete form, this concept is demonstrated in [2]. Completeness of the concept does not make it possible to use its individual fragments without special transition of its ideas into educational goal-setting. It makes it possible, in case of partial use of the concept by practical workers, to preserve, at least, its essence. Such a transition was made in special works, which one way or another cover the issues of development of educational programs. In particular, directions and methods of development of educational courses of a professional school were developed. It was demonstrated that the possibilities of development of educational courses were linked with field-specific orientation in selection of the training materials and their transformation from the point of view of logics and didactics, and also the use of instructions and recommendations in training programs regarding means of fulfillment of educational tasks. It is also

expedient to develop the programs in the form of activity scenarios, where a practical man should be able to understand the inner essence of its work, its internal interconnections [3]. Such a development meets the need in preparation of creative professionals, who are able to, and like to work in a productive way. At that point in time, the level of educational programs was identified by us as an important element of the system of education.

We further looked at the naturally occurring problem of how the research-oriented process can be converted into a system-based factor for development of learning motivation of young people studying at a general education school and at a vocational training establishment. Within the context of solving this problem, we developed a general didactic model of creative orientation of education, as well as a model of integral activities of an educational institution allowing the prospective students of professional educational institutions to have learning motivation and to maintain it during the period of study at these educational institutions. It was demonstrated that creative orientation of education is linked with relevant preparation of the training materials and methods of their presentation to students. Creative work is possible due to the existing opportunities of students to plan their activities to the extent permitted by the level of interpretation of the content of the training materials, and the choice of methods of educational activity. All the above makes it possible to make education creative, in contradiction to simple appeals, to connect creative training with the development of life moral goals of young people [4; 5].

The model of integrated activities of an educational institution was also developed with regard to development and maintenance of the motivation of students. Motivation is a main condition for ensuring a large enough number of applicants wishing to study at an educational institution, which has positive consequences both for the economics and for the social environment. Within the scope of the model, it was demonstrated that creation and maintenance of motivation was based on several principles of work with applicants and students, which encourages their positive emotional attitude to their educational activities and further labor activities. Principles function as regulators for selection of the methodological mechanisms of work with applicants and students. These mechanisms were also developed. They comprise the large spectrum of events – from field classes with schoolchildren and young people of neighboring districts up to organization of presentations by graduates [6].

Now there is a problem of creating a friendly social environment for the educational institution with participation of different individuals interested in a successful educational process. For the purpose of solving this issue, the assumption was made that participation of individuals should be agreed from the point of view of content of education and its organization, and should have a direct relationship to regulation of the course of the educational process. In contrast with the external social partnership, such a partnership may be called internal. A special “internal social partnership matrix” was developed for the purpose of solving this problem, which gives individuals from different social groups the opportunities to have access to the resource base (to a wide extent) and regulation of the educational process. Relevant opportunities mean attracting individuals to the following types of work: setting adequate goals of the educational process, development of content of the training materials and a list of the technological

equipment, criteria and methods of evaluation of the educational achievements. Such individuals are: teachers, future employers, parents, representatives of other groups of the society, as well as students themselves (which is crucially important for this model) [7].

Further, based on the social and partnership model of education, we have come to create opportunities for corporate education development. The developed matrix for analysis of opportunities (its individual elements) was applied to it. The sources and mechanisms for development of both models were established together with the sources and mechanisms for development of the differentiated – integrated and autonomous education, elaborated by our co-authors. Thus, all four models, in our opinion, cover all possible diversity of educational programs and make it possible to talk about the developed sources and mechanisms of the lifelong education system development in our country [8].

Thus, the following ideas serve as the theoretical approaches to creation of lifelong education society: (a) building different technologies along the lines of task-based technology; (b) use of the educational process as a framework for activities focused on creating an active, research-oriented way of life (directly related to the lifelong education philosophy); (c) demonstrating the research-oriented way of life and its advantages to students and other interested persons, as well as their involvement in development of content of educational activities; (d) development of educational programs at educational and other social institutions based on a research-oriented approach.

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LIFELONG LEARNING IN THE TWO DISCOURSES OF EDUCATION QUALITY

D. P. Breneselovi

Lifelong learning and education quality are the two topics prevailing in the contemporary international and national education policy documents. We tried to systematize the extensive and various literatures on the quality in education through two discourses on quality: quality assurance discourse and quality construction discourse (fig. 1). Each of these discourses, with all the variations and different accents within them, is mainly shaped by the different understanding of the nature of the human activity systems, one of which is the system of educational practice. Professor Béla Banathy (1991), theoretician of the system and systemic changes, distinguishes the five types of human activity systems: rigidly controlled (e.g. factory production line), deterministic (bureaucratic; strongly centralised national education system), purposeful (corporations, industry, services), heuristic (corporations developing new entrepreneurship, research and development agencies, experimental education programs) and the purpose-seeking, like the education system should be (Banathy, 1991).

Quality assurance discourse is based on the understanding of the systems as rigid and/or deterministic. Theoretic background is positivist – the quality is seen as something tangible and material, something that can be established and investigated; something objective, independent of our values. Knowledge on quality is obtained by quantitative measurements, evaluation scales, correlation studies, experiments and quasi-experiments; empirical research provide data and bases for the theories and postulates of quality which are introduced in the practice. The dominant perspective at this discourse is political and economic. The function of education is the development of human capital and the education quality is important because research show that the quality has positive effects on that development (Woodhead, 2006). Economic perspective is perceived as obvious per se, as Foucault's "truth regime". In a political- economic perspective, the main postulates of the education policies are the efficiency and effectiveness. Hence, the central question of education policies is "how": how to assure, how to increase and improve, how to measure, how to control quality. Values and premises underpinning this discourse are rarely analysed and discussed. The main quality assurance measure in this discourse is standardisation. Standards are the external set of regulations. Quality is assured and controlled by setting standards, and by monitoring and evaluation of standard` achievements. Quality is inherent, general characteristic of aligning the product or service with the objective, universal norms determined and measured by the experts (Dahlberg et al., 2007; Taubman, 2009). In such a model, suitable for some types of the production as the determined systems where setting clear procedure and the final products quality parameters is possible, the process and products standardisation are taken as the guarantees of quality. Quality measurement have the function of control. It is oriented to the single or individual plan (the quality of education institution; quality of program; teachers' competences; learning achievements ...).

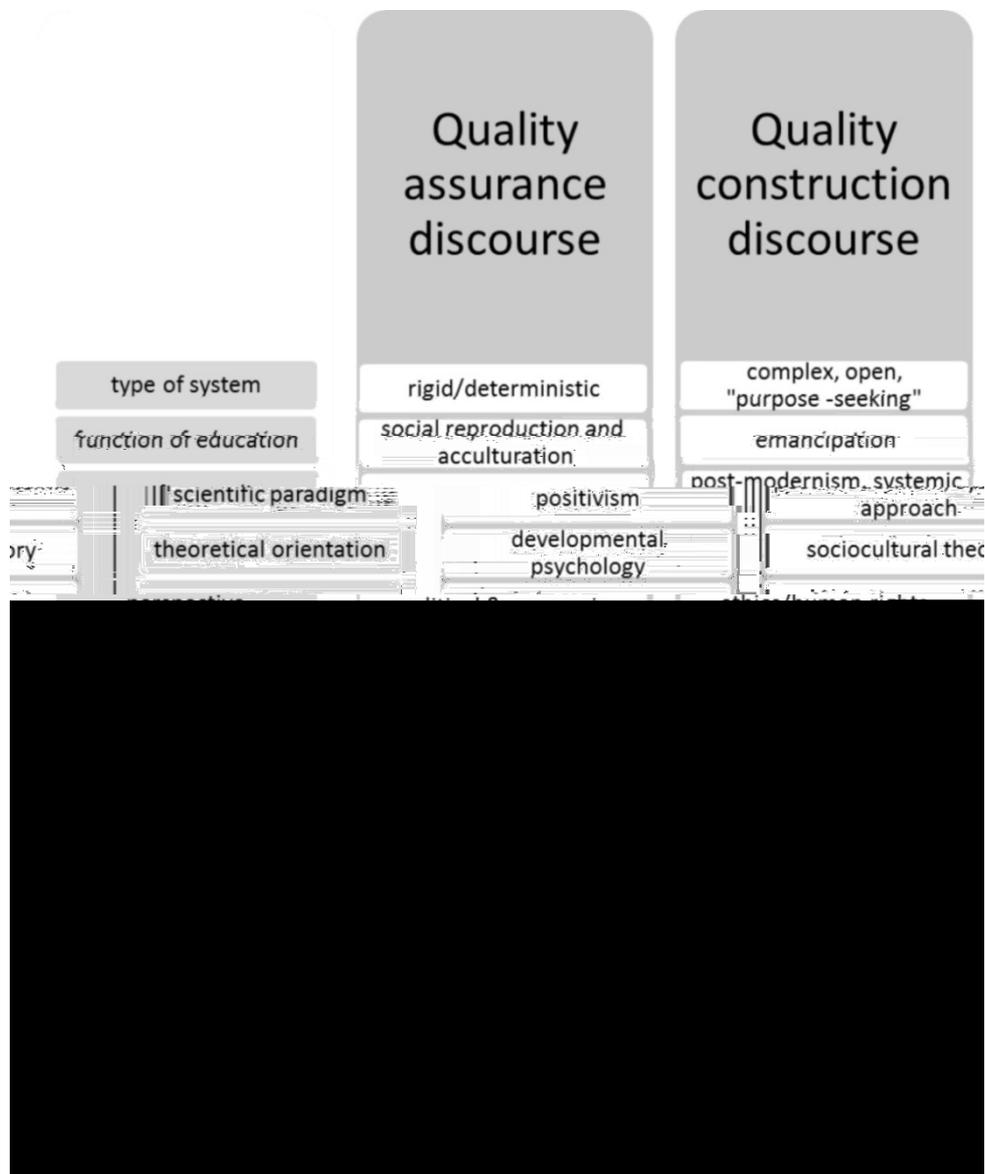


Fig. 1. Two discourses of education quality – Somewhere here

One of the orientations within this discourse emphasizes “inputs”, i.e. what is brought into the system. If input corresponds to the criteria and requirements of the quality, the quality of the system is assured. Therefore, this orientation puts forth the structural dimensions of quality. Another orientation in this discourse focuses on identification and measurement of quality indicators. In a simplified understanding of the system functioning this means orientation to the outputs –

outcomes of the system work. Quality is defined as a positive outcome. Good outcomes are the indicators of the system quality so the quality program is the one having good outcomes. The education achievements are recognized as the most important and natural outcomes of the education practice. By measuring education achievements the quality of education is confirmed or suspected. The third orientation in the quality assurance discourse recognizes the simplification of such understanding of the system. It takes into account the complex nature of the system in which the inputs are not linearly and uniformly linked with outputs. The outputs are formed through the system operation process. The outputs depend on the nature and characteristics of this process. Therefore, this orientation emphasizes the process dimensions of the quality and the micro plan of the actual realisation of education practice.

In quality construction discourse the education practice is seen as complex and purposeful system based on the values – as “purpose-seeking” system (Banathy, 1991). Quality is socially and culturally determined, therefore contextual, subjective, pluralistic and value based (Dahlberg et al., 2007; Woodhead, 2006). This discourse is based on the post modernistic approach and socio-cultural theoretical orientation in which, as Dalli states: “...1. Theories change and so too, do their implications for practice; 2. theories need to be judged not only from the point of view of how well they describe or explain behavior, but also how useful they are in optimising potential in a given context; 3. values underlie all theory and practice ...” (Dalli et al., 2011: 29). The perspective in the discourse of quality construction is ethical – education practice is ethical practice, seen from the human and child rights perspective (Woodhead, 2006). Quality is an issue of attitudes and values, power relation and social justice. A concept of quality is determined by the postulations on humans and human nature and on education in a given social context. The prevailing question in this approach is “what” – what is quality, what determines it, what is my understanding of quality, what is my role in it, what are the barriers...

What follows from such an approach is that quality is a long term, dynamic and continuous process, not the prescription once for all (Dahlberg et al., 2007; Dill et al., 2012). Defining a quality is the process important per se because it provides the opportunities for exchange, dialogue and understanding. The process should be participatory and dynamic and include different perspectives. Each definition of quality is changeable and temporary. “Quality is in the eyes of of beholder” (Farquhar, 1999), so it has more dimensions and perspectives. Multiperspective approach does not mean endless negotiations to reach a consensus but understanding and taking into the account the others’ position. It is not giving up on something because this is not important to the others but understanding why is something important to the others. Meaning making deepens our understanding of what happens in the practice, our evaluation of the values of that what is happening and the joint search for the arguments for those evaluations which are meaningful and relevant for the given context. Democratic culture of organization reflects the learning community in which the joint decisions are made through the reconsideration of the dominant discourses and the meanings making through participatory evaluation (Dahlberg & Moss 2005).

In this discourse, the orientation is shifted from the single and individual plan to the issues of the system competence based on the „complexity inspired epistemology“ as opposed to the contra-productive epistemology of theory-practice division (Moss & Urban, 2010:52). Monitoring quality is a continuous process of self-evaluation and the process of participatory evaluation through meaning making. “Professional knowledge in education is transient; and it is constantly co- and re-constructed by educators, children, families and others involved in educational interactions at local level.“ (Moss & Urban, 2010:18). Practitioner is a researcher of own practice in which all the others (children, parents, experts...) are co-researchers.

The need for a lifelong learning stems from the changed social requirements of the function of education. Historically, education system has been primarily developed to fulfil a social reproduction function – to introduce and prepare children for the participation in the adults’ world of work – and the function of social conservation through acculturation (Pavlović Breneselović, 2012). In the contemporary world, social conservation is counterproductive – society needs self-actualised individuals capable to deal with the fast changing world, the world of uncertainty, unpredictability and “uprooting”. In a quality assurance discourse, a lifelong learning is an external requirement with the economic function of human capital development while in the quality constructing discourse a lifelong learning is a „habit of mind“, supported by and ensuing from the education system in a function of personal emancipation and social sustainability (Fejes & Nicoll, 2008; Hargreaves, 2004; Morrow & Torres, 2002). This opens the question whether the education policies primarily based on the quality assurance discourse actually erode the lifelong concept for which they at the same time advocate. Realisation of the lifelong learning concept calls for the change of the education paradigm and

DEVELOPMENT OF LIFELONG EDUCATION IN EUROPE: THE EXPERIENCE OF UKRAINE

E. Kovalchuk

Improved quality of life and the acceleration of global processes in all public spheres (economics, politics, culture and social welfare) have made neo-liberal European governments reconsider the concept of education by redefining it as “an effective tool of economic development and subsequent profitable investments in human resources” [1, p. 24]. The educational policy of European countries is being transformed from a policy of “investment” into a policy of “results”.

In the 1970's, due to the industrial revolution, and rapid growth of science and technology in Great Britain and other European countries, the term “knowledge society” which means “a society based on knowledge” appeared. In the 1980's, the term “continuing education” became a reality. In the mid 1990's, with the economic crisis and unemployment growth, the concept of “lifelong learning” came as a new force as the global knowledge-based economy challenged the labor market with new demands.

Reality imposes the need for lifelong education for the adult population. The 5th International Conference in Hamburg was devoted to these issues as education for adults was called “a key for progress in the 21st century.” In the Lifelong Education Memorandum of Europe, adopted in Lisbon in 2000, 6 principles essential for the development of adult education in modern conditions were defined: (1) new basic skills for everyone, (2) increase of human resources investments, (3) innovation training and learning methods, (4) new evaluation system for acquired education (5) supervision and consulting development (6) bringing education closer to home.

Lifelong education is becoming an important sphere of educational services in the world (especially in the developed European countries). Presently, 3 general forms of education exist: (1) formal education – primary education, general secondary education, secondary vocational education, higher education, postgraduate education (postgraduate and doctoral training), advanced and additional training for experts and managers with higher and secondary vocational education at the institutes, advanced training faculties and professional retraining courses; (2) non-formal education – professionally oriented and cultural educational courses at education centers for adults, lectures halls of the “Knowledge” community, on TV, and at various intensive learning courses; (3) informal education (a general term for education outside the standard educational environment) – individual cognitive activity in daily life expressed in individual efforts within the cultural and educational environment (communication, reading, attendance of culture institutions, trips, etc.).

According to the purposes set and achieved in the lifelong education system, it can be divided into 3 elements: (1) additional professional education (forms a professional staff resource of the modern high-technology economy). Service consumers in this field of lifelong education are the socially-adapted part of the

population which consistently obtains education at all levels; (2) a subsystem which suggests education oriented at adaptation and rehabilitation of social and professional groups incapable of independently adapting to a rapidly changing social environment. This subsystem also includes citizens having no access to the formal education system due to various reasons and thus prone to de-socialization; (3) a subsystem which satisfies the individual needs of citizens (language training, knowledge in psychology, culture, etc.).

Unfortunately, the lifelong education in Ukraine is at its initial stage. Single random events are present, yet there is no consistent activity. The Law on Non School Education of Ukraine does not anyhow solve the issue, as it does not control non-school education integration into the general education system, thus putting aside the key problems in provision, validation and QA of non-formal education. There are no official statistics or special programs on the subject. Therefore, it is quite important for Ukraine to take active measures to overcome the lagging behind in this field in the near future.

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OPPORTUNITIES FOR LIFERLONG LEARNING THROUGH THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN SERBIA

Ž. Krnjaja

In creating the opportunities for the teacher professional development, contemporary approaches are based on the concept of post-modern professionalism (Hargreaves, 2000), foundations of learning in the contemporary society (Reeves, 2010) and the concept of competence system (Vandenbroeck, *et al.*, 2011).

Post-modern professionalism. Professional development in a post modern world, according to Hargreaves (2000) assumes : 1) capability to work in a number of different communities and together with diverse actors; 2) learning with parents and children; 3) reflexive reconsideration of the practice; 4) joint research with the colleagues to better understand and change the practice. Post modern professionalism is based on the “ethically responsible education practices” and views knowledge as co-construction. The ethics dimension of professionalism is reflecting in respecting the rights of each participant in education, high level of awareness on the personal engagement and the sense of social responsibility (Vandenbroeck, *et al.*, 2011).

The four foundations of learning in the contemporary society. The report to UNESCO of the International Commission on Education for the Twenty-first Century (1996) states the four foundations for learning: 1. Learning to know, so as to acquire a taste for learning throughout life and for understanding the world; 2. Learning to do, so as to be able to deal with many situations, and be an actor as well as a thinker; 3. Learning to be, so as to better develop one's personality and be able to act with greater autonomy, judgment and personal responsibility; 4. Learning to live together, so as to develop an understanding of other people and their history, traditions and spirituality, in order to participate and co-operate with others in all human activities (Combes, 2001: 3).

Competent system. Competences are not understood only as the practitioner's “individual quality and ownership” but as the characteristic of the entire education system (Vandenbroeck, *et al.*, 2011). The competences system is developed in the interactions between individuals, expert teams, institutions and broader socio-political context. The competent practitioner is a part of the entire competent system. The traditional understanding of competences as the sum of knowledge, capabilities and skills has been reconstructed in the understanding of competences as “knowledge, practice and values” (Vandenbroeck, *et al.*, 2011). Competent system is oriented both to support the individuals to develop the responsible attitude to the practice in the changing and different contexts and to create the conditions for a joint work of the all participants at the different levels of the system.

Given the above principles of the professional development, what are the opportunities for the teachers' personal and professional development which Serbian education policy provide?

Provisions for the professional development created by education policy.

The educational policy requirements for the professional development were defined 2012. in the document "Regulations on the continuous professional development". Our analysis of this document shows:

1. *Professional development is based on the concept of individual professionalism.* The professional development conception is related only to the individual practitioner level as "individual professionalism" (Hargreaves, 2000). Professional development is seen separated from the development of the institutions in which teachers work and from the changes in system as a whole which are shaped by the education policy. This approach causes problems in practice: practitioners' inability to integrate the knowledge acquired at the courses into own practice; the absence of collegiality and opportunities to learn together with colleagues; resistance to changes; focus on the short-term improvements (Hargreaves, 2000).

2. *Professional development is development of personal competences but teacher's personal choice is limited.* The document defines professional development as "continuous development of teachers', pre-school teachers' and professional associates' competences to improve the quality of their work" (Ministry..., 2012). Such definition brings the professional development down to the development of the individual teacher competences aside from the development and transformation of the education institution and education practice.

3. *Lack of professional development interlinking and networking.* According to the document, the professional development is organized in the five forms and six groups of activities which are not inter-connected. Given separately, they comprise the sum of different forms and activities but not the system of equally important, interlinked parts which support each other. Not only that the forms and activities are not interlinked, but the networking of different actors in the professional development is also missing. The system of policy regulations is oriented toward control and assessment and not toward support of development.

4. *Professional development learning is outside the practice context.* The Document favours the professional trainings and learning outside the context of the practice. During the five years teachers need to obtain 120 credits in professional development. Training workshops and participations in professional conferences are the only two forms of credits that are counted. Thus, no credits are received for: the practitioners' research; participation in the scientific research; projects involvement; professional development forms corresponding to the institution staff needs or to the teachers' personal professional learning plan.

Discussion. The analyses of the requirements for the professional development of teachers in Serbia shows the orientation of the professional development concept to the model of "individual professionalism", characteristic for the 1980s (Hargreaves, 2000). A teacher's learning is out of their practice context and based on the transmission of expert knowledge to the practitioners. Teacher's practice is neglected as the subject of the critical re-consideration and research and as the context for teacher's learning. There is a need for a systemic approach to the professional development if we are to have teachers' professional development responsive to lifelong learning demands and the development of learning society. (Pavlović Breneselović, Krnjaja, 2012). The conception of

professional development should stem from clearly defined education strategy oriented to the support of lifelong learning. Only if it is operationalised through the interlinking and networking of different forms, specific roles, activities and responsibilities of the all participants involved in education (practitioners, researchers, policy makers), it will contribute to the building of learning society. This assumes the changes in teachers' initial education as well as the change of culture and structure of education institutions. Finally, that assumes networking of different actors through integration of resources and development of joint plans, goals and values of lifelong learning.

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**PROFESSIONAL TRAINING
FOR TEACHERS IN POLAND
IN THE 70'S AND 80'S
OF THE 20TH CENTURY –
DETERMINANT FACTORS,
TRANSFORMATIONS, FORMS**

E. Gorloff

In the 70's and 80's of the 20th century significant transformations of the professional training system for teachers were effected in Poland. They were conditioned on the social and political situation in the country, implementation of the new education system model promoted by the Polish United Worker's Party (PI. Polska Zjednoczona Partia Robotnicza – PZPR) and the idea of continuing education, which was becoming more popular at the time. As it was then substantiated by Stanisław Krawcewicz, the idea of continuing education made it possible to encompass aims, content, forms and other issues connected with developing skills from the point of view of teachers' integrated professional development process¹. At the beginning of the 70's of the 20th century, preparations for implementation of the education reform aimed at introducing 10 years of general education as the main link in the education process, reorganizing higher education system, including teacher training system, began in Poland. The main assumption of this reform – as it was maintained by political and education authorities – was to prepare young people for the changing living and working conditions “resulting from the third industrial revolution” and “educate aware and idealistic builders of socialism”². The reform was spearheaded on the 4th Convention of PZPR in 1971 and confirmed by the resolution of the Sejm on 13th October 1973³. The resolution on educating, training and developing professional skills pointed to the need to educate teachers and tutors in MA studies, supplementing education at courses offered by institutions of higher education as well as continuous development of professional skills among teachers. The system for improving teaching skills and schools was stabilized by the provisions included in other governmental documents. Also the Teacher's Charter⁴ obliged teachers to continue to improve their teaching and educational skills and included accepted forms of professional improvement stating that it should be done through self-education, courses organized by school administrative bodies and institutions authorized by the bodies as well as at postgraduate studies⁵.

All teachers were to be included in the ideological and educational development process. The reorganization of the teaching process began in 1972

¹ Krawcewicz S., *Kształcenie ustawiczne nauczycieli*, Warszawa 1976, p. 15–16.

² O aktywny udział młodego pokolenia w budowie socjalistycznej Polski, “Nowe Drogi”, VII Plenum KC PZPR 27–28 November 1972, № 12.

³ “Monitor Polski”, 1973, № 44, item 260.

⁴ Charter of Teacher Rights and Responsibilities – a labour regulations act regulating the duties, rights and responsibilities of teachers.

⁵ Act of 27 April 1972, Charter of Teacher Rights and Responsibilities, Polish Journal of Laws, 1972, № 16, item 114.

when a central unit called Institute for Teachers Training (Pl. Instytutu Kształcenia Nauczycieli – IKN) was established. The Institute was a department of the Ministry of Education and was responsible for implementing the ideas developed by the Ministry and PZPR in the field of teaching and professional development of teachers. It also conducted scientific research. Local offices of IKN, which were appointed in nineteen capital cities of Provinces, were called Institutes for Teachers Training And Educational Research (Pl. Instytut Kształcenia Nauczycieli i Badań Oświatowych – IKNiBO) and Teacher Training Centres (Pl. Centrum Doskonalenia Nauczycieli – CDN). A substantial part of all activities undertaken by this centralized and highly bureaucratized system was connected with teacher training. IKNiBO dealt with organizing courses for teachers including mid-term and holiday courses for headmasters and teachers of basic school subjects, as well as preparing for higher education studies. CDN was responsible for training of teachers and teaching supervisors in postgraduate courses, higher education studies and supplemental courses. Moreover, their responsibilities included organizing advisory centres for teachers and other individuals employed in the education sector improving their skills, conducting scientific research and implementing new programmes¹.

The training system – according to the party's assumptions – was also present in the media (radio, TV, the press). In 1974 decision was reflected in the appointing a Teachers' Radio and Television University (Pl. Nauczycielski Uniwersytet Radiowo-Telewizyjny – NURT) which was a teaching institution of the Institutes for Teachers Training. Classes offered within the frames of NURT were compulsory for all teachers wishing to improve their professional skills at extramural and evening courses, and also included teachers of elementary mathematics education as part of the training preparing them to the new curriculums of the 10-year general education system. NURT broadcasted programmes on the radio and television throughout the school year, excluding 3 months of summer holidays. Texts of all radio and TV lectures, supplemented with a set of questions and bibliography, were published in a journal called "Education and Teaching"².

Moreover, all teachers were included in universal self-education process. The process was exercised in the form of seminars at teaching staff meetings. The self-education process oriented at ideological and teaching training was the responsibility of the Union of Polish Teachers (Pl. Związek Nauczycielstwa Polskiego – ZNP) during theoretical and pedagogical conferences. It should be stressed that the assumptions of subject and methodological self-education, in accordance with previous division of tasks, were developed by IKN³. The solution was aimed at unifying the entire professional teacher training system. Also its programmes concentrated on familiarizing teachers with the latest theory in the field of education and enabling them to carry out the ideals and goals of socialist

¹ Przegląd form doskonalenia nauczycieli w okresie 40-lecia, "Nowa Szkoła", Ratajek Z., 1984, № 10, p. 440-441; Krawcewicz S., op. cit., p. 127-128 and 140-142.

² Krawcewicz S., op. cit., p. 143-154.

³ Kahl E., Związkowe doskonalenie nauczycieli w Polsce (1944-1989). Uwarunkowania. Przejawy. Konsekwencje, Kraków, 2008, p. 137-140; Pęcherski M., System oświatowy w Polsce Ludowej na tle porównawczym, Wrocław-Warszawa-Kraków-Gdańsk, 1981, p. 310.

education effectively. For instance, self-education programmes above all included issues connected with ideology, education, world view, education policies and social policy of the state and the party. The programmes broadcasted by NURT contained far more issues concerning Marxist philosophy, social development theory and the rudiments of political science with elements of political economy of socialism than educational and psychological contents¹.

Subsequent changes in the teacher training system took place in the 80's of the 20th century. They were provoked by social, political and economical situation in Poland which were reflected in the growing discontent with the functioning in the country. When education is concerned, the entire education system, as well as the state's attitude to education and teaching, were strongly criticized. Social pressure led to abandonment of further attempts to introduce the 10-year general education system. Due to the difficult situation (shortage of teachers) also employment procedures and teacher education system were changed to allow employment of individuals without proper educational background. Demands of the teacher circles lead to modification of the teacher training system. However, it should be stressed here that actions undertaken by the government in this field were mainly aimed at changing its structure while still retaining the ideological axis. As a result, in 1981 IKN was reorganised and Teacher Training Centres were transformed into provincial and intra-provincial teacher training units. However, the scope of their activity, when compared with CDN, was not changed. In addition to that, also forms of self-education offered by the Union of Polish Teachers were changed at the time. Local conferences were re-established and replaced theoretical and pedagogical conferences which were strongly criticized by teachers². A novelty in the teacher training system was introduction of degrees of professional development which were supposed to stimulate teachers to self-education by way of lateral promotion³. To sum up, we need to stress that the entire period of professional training of teachers subject to our research was centralized and formalized. The process was subordinated to the ideas of socialism and indoctrinated all teachers in Poland.

System of educating, training and developing professional skills among teachers was criticised at the end of the 80's. A report on the condition and development direction in the Polish education system published by a Committee of Experts stated that it was necessary to expand the offer of postgraduate courses aimed at raising qualifications of active teachers so that they can gain knowledge and skills enabling them to teach another subject. The report also mentioned the need to develop a new conception of continuing education of teachers in term of its legal and organizational structure⁴.

¹ Krawcewicz S., op. cit., pp. 148-150; Pęcherski M., op. cit. p. 311.

² Kahl E., op. cit., p. 170-175.

³ Directive of the Minister of Education dated 30th July 1982, Official Journal of the Ministry of Education from 1982, № 10, item. 92.

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BALANCED INTERACTION OF MARKETS IN THE KNOWLEDGE ECONOMY AS A BASIS OF LIFELONG EDUCATION

O. V. Blagorazumova

Under modern conditions of globalization and formation of the educational environment in Europe, the system of relationships between knowledge manufacturers and consumers is settled by a market model of management through interaction of markets typical for the knowledge economy. Humankind has admitted that knowledge (as well as education) is a product. Knowledge and intellectual activity are a general and fundamental property of that category of employees which is presently called human resources.

An inseparable market triad is characteristic of the knowledge economy: the knowledge market, the educational services market and the labor market, which cannot be considered isolated, as they interact closely with each other. The balanced interaction of these markets is manifested in the following way: society defines priorities in the knowledge area, labor market forms demand for the labor force of a particular quality, and the educational services market trains experts, and bearers of knowledge in demand (see fig. 1).

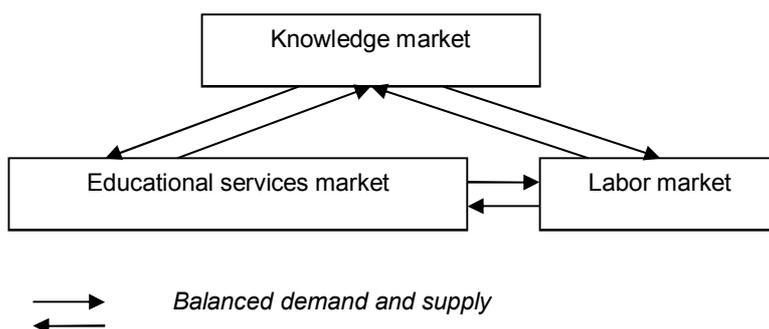


Fig. 1. Ideal (balanced) market model of the knowledge economy

In the present situation there is almost no feedback between the knowledge market, the labor market, and the educational services market, as the latter is oriented at its own demand and supply (see fig. 2).

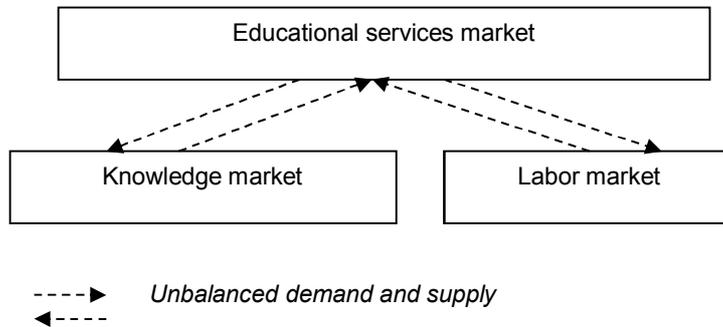


Fig. 2. Real (unbalanced) market model of the knowledge economy

Surely, education as a social institute reproducing intellectual potential of a country must be capable of advanced development, and of meeting the needs of society, government, the particular person and prospective employer; however, in our opinion, knowledge and labor markets are crucial, and give impetus to development of knowledge economy.

We shall note that demand and supply in the labor market can be formed by the particular immediate needs of employers; their task is to provide the labor force for manufacture at particular time. Therefore, the educational services market can train experts for the future with regard to the time lag by focusing on prospective needs of the innovation economy (see fig. 3).

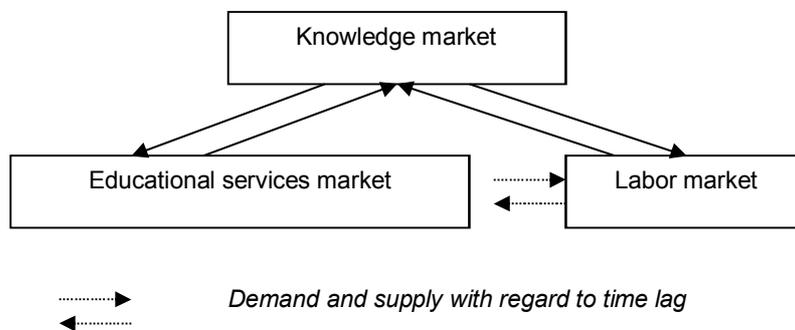


Fig. 3. Advanced (innovation) market model of the knowledge economy

The given market triad is certainly described by more complex interaction: we intentionally specified only those elements which allowed us to illustrate dynamics of a market model for the knowledge economy, the development of which is a required condition for lifelong education.

The educational system of Ukraine has faced new requirements determined by modern socio-economic conditions. We are getting accustomed to competition,

and accept concepts “competitive knowledge”, “competitive educational institution”, “competitive teacher”, “competitive student”, etc. As representatives of Ukrainian higher school, we would like to indicate common development directions of educational services markets in the post-Soviet environment: (a) training of competitive experts; (b) constant upgrade and improvement of knowledge and skills; (c) innovation development of the educational system; (d) implementation of advanced educational technologies; (e) consistency of qualification and education levels constituting a uniform educational system; (f) needs of employers in focus.

We must also note, in the cyclic economy, that the educational services market can create an alternative to employment of the population by providing possibilities for education and, thus, reducing the number of unemployed people, which amounted to 1,6 mln people in Ukraine in the beginning of the academic year (09.2012), according to National Statistics Office.

Most Ukrainian students are just out of school and have neither working experience nor a sufficient image of their selected occupation, and fairly poorly oriented in “adult” life based on market relations. For them these are abstract terms disconnected from reality. In this regard, HEIs have faced a new complex task related to education and formation of personalities capable of achieving their potential, i. e. applying obtained knowledge and relying on labor income. In a rapidly changing market environment, for the successful career of alumni, higher schools can focus their efforts in the following areas: (a) selection of a future occupation at school; (b) search and creation of practical bases for development of students’ skills, forming professional knowledge, and recommendations for potential employees (candidate pools); (c) acquisition of trade through pre-university training as a possibility of exploring future occupation at the manufacturing level (employers will hardly allow young graduates to gain experience by trial and error, as it may cause economic losses); (d) readiness to enter an international labor market in which language and PC competences are considered an integral part of professional competence; (e) the importance of mental needs, formation of a student’s personality capable of finding a good place in post-industrial society; (f) readiness for lifelong education (only those alumni who understand continuity of knowledge acquisition become competitive).

Economic thinking formed in a particular institutional environment, e. g. at university, will allow students to feel like entities of competitive relations and rationally use limited financial and time resources. Increased investments into their own education will become a conscious need causing a person to get a quality educational service. Educational service, being a mixed service, strikes a balance between pure social and private benefit, as it is beneficial for: firstly, a person acquiring knowledge as a product; secondly, an employer hiring a qualified expert; thirdly, government in the form of a competitive national economy; fourthly and finally, the whole society through improvement of productive forces.

Thus, a person, employer, government and whole society, each at its own level, are interested in the formation and performance of lifelong education adequate to the present reality by considering this system as a tool for transition to an upcoming information civilization.

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THE EDUCATIONAL ACTIVITY AND PERSONAL DEVELOPMENT OF WOMAN AN EXPLORATION OF SUCCESS AND THREAT AREAS

**H. Liberska
M. Farnicka**

Introduction. Education is an important factor of human development and their psychosocial functioning since the earliest age (Bruner, 1963). It plays a significant role in gaining competence, knowledge and skills that prove useful with regards to coping developmental tasks assigned to consequent stages of life. In adulthood particularly important is the care about the development of professional career, the personal improvement. From the perspective of the sphere of the closest development (Vygotski, 1971) education contributes to the realisation of developmental potential of a unit. Therefore, education may be treated as an agent activating personal resources. Education supports several areas of development throughout the entire life, namely: (1) gaining knowledge, (2) the orientation in the world of values, (3) expanding interpersonal skills, (4) developing skills of functioning in the social world, (5) developing the self-knowledge skills and (6) developing the skills of managing personal improvement (comp. Łuczyński, 2011). From the social perspective the accessibility of education for people on different stages of life may be regarded as its external resource reaching which opens new developmental possibilities through the activation of mutual interactions with internal resources of a subject. In the era of an intensive civilization and technological growth the education of adults is a chance not only for the realization of the planned professional career but also fulfilling the expectation concerning the socio-economical status, the family life, the spare time activities, social activity etc. In the times of economical crises the value of education increases due to the possibility of acquiring skills of adaptational character from the perspective of the real condition of the job market. In case of persistent difficulties with the access to work it may function protectively providing the basis for positive thinking and regarding oneself as a individual who is capable of self-developing and caring about personal image despite objective obstacles. This way the educational activity of adults may be a factor that is protective from the feeling of helplessness, social seclusion and, therefore, it decreases the risk of marginalisation of a unit. The engagement in personal education of an adult is the sign of their activity as a unit creating themselves and their way of life (Tyszkowa, 2000). In this respect it may be expected that undertaking or continuing education by an adult person has a direct representation in their knowledge and skills that are useful for coping various life and professional problems and, moreover, seems significant for auto-perception of a unit, its way of thinking and self-esteem. It is also worth noticing the role of the lifelong education in satisfying the sense-of-life needs that gains a special meaning near the end of life. Nevertheless, the psychological knowledge about the importance of adult education for particular areas of psycho-social development is relatively limited.

Own studies. Education, just any other activity, requires human engagement, the input of energy, devoting time. Continuing the education during adulthood is conditioned by a number of factors. One of them is the need for self-realisation, gaining new knowledge, expanding competence as well as an improvement of personal image and the social image of oneself which is, not seldom, connected with increasing social competence. The social competence determines the effectiveness of functioning in social situations (Matczak, 2001), and facilitates the achievement of social aims (Nęcka, 2003). In order to broaden the knowledge about the importance of educational activity of adult women for their personal image and social competence a comparative research has been carried out. The research embraced 60 adult women aged 25-45: 30 women who had actively participated in education and 30 women who had not use such chance. All people agreed to take part in the study which was anonymous. They were the citizens of a relatively big agglomeration (300000 inhabitants). The research was carried out in 2012. The primary research tools were the Self-Esteem Scale SES by M. Rosenberg, the Social Competence Questionnaire by M. Matczak and a survey concerning the self-assessment of the physical attractiveness of a woman.

The results of the research. (1) *The comparison of social competences.* The statistic analysis has shown that adult women who had been engaged in education have a significantly higher level of social competence: in the general result ($z=4,66$, $\alpha=0,0001$), in the situations of social exposure ($z=5,43$, $\alpha=0,0001$) and in intimate situations ($t=2,94$, $\alpha=0,01$) as well as in situations requiring assertiveness ($z=3,12$, $\alpha=0,01$) than the women who were not engaged in education. (2) *The comparison of the level of self-esteem.* The results of the statistic analysis indicate that there is a lack of significant differences in the levels of self-esteem among women belonging to either of the two groups ($t=0,26$, $\alpha=0,78$) or their self-assessment of physical attractiveness ($t=0,89$, $\alpha=0,38$). However, in the group of women engaged in education there was a bigger number of people characterised by a high level of self-esteem than in the group of women who do not use the available forms of education. Moreover, a significantly positive relation has been recognised between the level of self-esteem and the self-assessment of physical attractiveness in both groups - it was stronger in the group of women engaged in education (appropriately: $r=0,80$, $\alpha=0,0000001$ and $r=0,42$, $\alpha=0,02$). (3) *The comparison of the relationship between self-esteem and the level of social competence.* A significant positive relationship between self-esteem and social competence during the situations of social exposure, assertiveness and general result in both groups. The statistic analysis results revealed the lack of significant relationship between the level of self-esteem and social competence in intimate situations among women who had been engaged in education in contrast with the group of women who had not ($r=0,5$, $\alpha=0,004$). The results of the statistic analysis have shown a significantly positive relationship between the sense of physical self-attractiveness and social competences within the general result, assertiveness and social exposure. Similar relationship has not occurred with regards to intimate situations.

Conclusions. (1) Women who are engaged in their education reveal a significantly higher level of social competence than those not active in this field. It regards all dimensions of competence. (2) The level of self-esteem and social

competence of women remain in a positively significant relationship. The same relationship is much limited among women engaged in education as it is not concern intimate situations. It has been confirmed that the level of social competence between the compared groups of women is significantly different: it is higher among educating individuals.

The research results have indicated the importance of relationships between the element of self-knowledge, namely the self-esteem regarding physical attractiveness, and social competence among both educating and non-educating women. What has also been proved was the positive relationship between the level of self-esteem and social competence of women who undertook education and those who had not done that. Nevertheless, it is more complete among women who had not undergo education as it is concern also with social competence in intimate situations. On such basis an interesting picture may be drawn of the relationship between competence and the self-image of a woman who continues her education and that who does not. Hence, educational activity generally positively correlates with the level of social competence of women still at the expense of intimate life.

The research over the notion of educational activity of adult women for all spheres of their life seem worth continuing. At the present stage of research it may look as though it was desirable to put attention to the search for factors that could contribute to gaining balance of women development in the sphere of education, work or family both in biological and social dimension. Further explorations will be aimed at describing the satisfaction gained from various areas of activity of women engaged in education and their temporal changes.

PRINCIPLE OF CONTINUITY IN THE CONTEXT OF EDUCATION AS AN AREA OF PUBLIC RELATIONS

N. . Rybakina

In today's environment, the concept of lifelong education becomes a new paradigm of education that determines the conceptual bases of the pedagogical science, and practical activities. However, the new paradigm together with the new type of practical education should receive "civil rights", so, they should be based on the psychological and pedagogical theory with the necessary power of understanding and explanation of a large spectrum of the scientific and empirical data and facts [1]. In our opinion, the choice of the psychological and pedagogical theory capable of become a conceptual foundation of the lifelong education paradigm and, finally, determining the model of pedagogical practice is difficult due to the uncertainty of the notion "continuity" in the context of education as an area of public and economic relations. Lifelong education may be considered in two aspects: as a system, and as a process, where the main difference is in a focus area. The system of lifelong education is a set of educational programs of different levels and focuses, together with the educational institutions and management bodies that implement them. The process of lifelong education means an increase of personal, general cultural and professional potential of a person during his/her lifetime [1].

The essence of continuity in the context of education most commonly means the character of education at different stages of life of a person, and search for principles of their "coupling", which are most commonly expressed in such concepts as "consistency" and "succession". In our opinion, such an approach results in a confusion of the two meanings of lifelong education considered above, and does not reveal such a notion as "continuity" and in some senses is even inconsistent with it.

In mathematics, succession is an aggregate of the elements of a certain collection of elements. In Russian language dictionaries, there is no such a notion as succession, but instead a notion "successive" exists, which means one continuously coming after another. The above mentioned explanations of such a notion as "succession" imply a finiteness of elements, arranging a certain collection of elements. This fact allowed us to make a supposition that in the previous paradigm of "lifelong education", succession was a necessary link of stages of education (from preschool up to professional). In the new paradigm of "lifelong education", succession, as a characteristic of the system and the process of lifelong education, has lost its meaning. Within the scope of the lifelong education system, it is difficult to establish any succession between, for example, general educatf " " n□gce n e tic n□ he s he rs of

professional increments of a person's potential into a certain set of successive elements. Consistency, as a characteristic of the system and the process of lifelong education, which means the link between phenomena in the process of development, also lost its meaning, when new things replacing old things preserve their certain elements.

Based on the above-mentioned examples of individual educational trajectories within the system of lifelong education, there is no need for consistency of content, and forms and methods of training for the purpose of successful study of the educational programs. In many cases, as, for example, between education in mathematics and in the humanities, it is absolutely impossible to talk about consistency between the academic programs. Social science disciplines are an exception, which are not so much successive as congruent in terms of their content, forms and methods of training. As for the lifelong education process, in terms of its content, this notion is close to such a notion as "continuity". The increment of personal potential means the transition of a person to the new stage based on a dialectic law of the negation of negation.

Brief analysis of such notions as "consistency" and "succession", as characteristics of lifelong education, demonstrated that, first of all: they cannot be used without taking into account the dualism of the lifelong education concept (system and process); secondly, they can be used for the characterization of the classical paradigm of "lifelong education", and cannot be used for characterization of the essence and structure of the "lifelong education" paradigm. In today's context, such notions as "consistency" and "succession" that characterize the specific features of the system of education at a certain stage of switching from paradigm of finite-path education to the paradigm of lifelong education, have only become well-established expressions, which overshadow the problem of understanding the essence of the new reality and the notion "continuity" itself in the context of education as an area of public relations.

The arithmetic model of any continuous objects, including lifelong education, consists of a set of real numbers geometrically interpreted as a complete number scale. Each point on the number line is as continuous as the number line itself. Each point on the number line is in accordance with a number, being part of one of the sets of numbers, which in its turn is a part of a set of real numbers (natural, set of integers, rational, irrational). The location of these sets on the number line is not so much continuous as put in order. Each set of numbers serves for the measurement of a certain class of values, and each subsequent set of numbers includes a previous set of numbers.

In philosophy, continuity is considered in dialectical unity with discontinuity. Discontinuity characterizes the structure of the lifelong education system, highlights the discreteness of its space and time construction, and relative independence of the existence of its stable elements (educational programs of different level of formal education, availability of non-formal and informal forms of education). Discontinuity of the lifelong education system explains such a phenomenon as finiteness of education for a specific person at the moment of finishing education according to a certain educational program. Discontinuity makes it possible to replace and amend individual elements of a system, i.e. organize education in formal, non-formal and informal forms.

Continuity is a characteristic of the process of education as an increase of personal potential. Continuity of the process of education of a person is a reflection of several elements of the system of education as an organic whole according to a certain rule, i.e. for a specific person the process of increment of its potential depends on the results of the activity of the lifelong education system. It means that in the same way that a set of real numbers, being an aggregate of different sets of numbers, has a common purpose – a measurement of values – a set of components of the lifelong education system should contain an invariant component, which shall not be changed in the course of the movement between different structures of the system of education, and allow students to study different programs of education with different subject matters using different forms, methods, means.

Such invariant components, which are the reflection of the lifelong education system in increment of a person's potential, in our opinion, include activity, communication and values. Thus, the main purpose of education within the context of study of the educational programs of the system of education in any form should be focused not on the specific components of content of education, but on mastering the cohesive activities in the course of inter-personal relations, where the content of education is a recommended sequence of activities. It means that if a student acquires the skills of performing activities based on knowledge within the scope of one component of the system of education, he/ she may improve them within the scope of other components. The rule that reflects a variety of components of the system of education in the course of the lifelong education of a person, resides in the ability of each element of this system to develop the skills of cohesive activities in the course of interpersonal relations. In our opinion, this explains the requirement to switch to the module-based programs providing for the development of professional competences as continued types of activity in the system of professional training.

To ensure the development of this process at each stage of professional training, it is necessary to allow the educational process model to develop the skills of cohesive activities in all other components of the system of education (general, advanced), which will be the basis for the personal, general, cultural and professional increment of a person's potential.

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**LIFELONG PROFESSIONAL EDUCATION
AS AN INNOVATIVE MODEL
OF PROFESSIONAL EDUCATION
AND AS A NECESSARY PRECONDITION
FOR THE INNOVATIVE DEVELOPMENT
OF THE COUNTRY AND THE SOCIETY**

N. . Semeshko

The system of lifelong professional education includes several stages: general education, professional training, postgraduate studies and advanced professional training. The Tyumen State Academy of Culture, Arts and Social Technologies works in this area. During the five years of its activities, the Academy has turned into a multi-layer complex working according to the programs of additional education of children, higher, and postgraduate professional education in the field of culture, arts and social affairs. Its activities are focused on lifelong education and represent quite a complex organizational and economic mechanism of interaction, focused on the development of skills and knowledge of students encouraging the fruitful development of their professional level. The organization of activities of an educational institution is based on lifelong multi-stage professional preparation of specialists.

In the case of multi-stage lifelong professional preparation, the process of education is based on principles of cyclicity, when each stage is a relatively independent complete cycle inside the integral system of education. The first stage in our higher educational establishment is represented by the School of Arts, where, in view of the merge, not only college teachers, but also professors and teachers of the Academy are working. In view of the above, it becomes more prestigious to study in this school, stricter selection of future students is implemented, and competition increases. Children with clear career goals more often come to study at the school. A big advantage lies in the fact that a teacher may have a class consisting of students of all three levels of education, which is a good example of succession of generations, and which makes junior schoolchildren follow the example of the adults. The future reserve of applicants is shaped during the period of study at the children's school of arts, which is a guarantee of high quality selection of future students of the college. College classes give students an opportunity to receive a profession, and after graduation, to make a choice: whether to start working or continue their education at a higher level. As a result, a student acquires certain knowledge and skills in the special cycle disciplines, each time achieving a higher level of competence.

Succession always implies that the senior (higher) stage will take into account knowledge and skills that have been acquired at the previous (lower) stage, and not vice versa. In this movement along the stages of musical education from the bottom upwards, it is assumed that not all students can achieve the higher level. This is quite natural, because the professional development of each student is individual, and one's capabilities can be realized in different ways. It depends of the inherent talent and skills of teachers, and the readiness of a student for self-

implementation. After finishing college, graduates successfully become teachers in music schools. They are well-prepared for their professional activities as artists, managers of creative teams at professional and self-regulating concert organizations, clubs and studios, and can work as teachers at the schools of arts for children and other advanced education institutions. For those who have a solid base of secondary-level education, there is a real chance to continue their education at a higher level of the academy.

Whereas movement of a student from one level of education to another one may result in uncertainty and difficulties related to the process of his/her adaptation and motivation, it is not quite so simple to arouse the interest of a student in receiving an education at the next, higher level. This task is becoming even more difficult, due to the fact that graduates of vocational secondary education institutions think that they have gained the full knowledge and skills set in their field of activities. That is why it is very important to maintain the interest of students in receiving education, developing their professional knowledge and skills, and developing their techniques and maintain certain level [2, p. 5]. Direct interest in new creative ideas, and participation in competitions or projects can be the examples; students should understand the outstanding features and importance of the received knowledge, and should drive for self-affirmation among their school mates. Students with such grades as "good" and "excellent" have a chance to take part in the competitions at different levels at the expense of the academy, and to attend the workshop sessions of famous professors of the leading higher educational institutions of Russia. Based on the results of the educational, concert, and competition activities, the most successful candidates are nominated to receive an award in the form of a scholarship granted by the Governor of the Tyumen Region, or a scholarship of the President and the Government of the Russian Federation. In the course of study, the positive attitude of a teacher, his/her professional responsibility and adequate self-evaluation, are some of the most important characteristics of creative self-realization [1, p. 18].

After graduation from the academy, graduates have a chance to enter postgraduate school, and be involved in scientific and pedagogical activities.

Thus, on the basis of the Tyumen State Academy of Culture, Arts and Social Technologies a regional multi-level educational complex has been developed in such fields as culture and arts, which consists of six educational institutions; the college of arts, the school of arts for children, and the center of advanced professional training. Integration of the initial and secondary-level education of specialists with a sole specialized higher educational institution of the region took place.

Considerable experience in reforming of the structure and process of education, which in many aspects is unique to the educational establishments of the industry, has been gained, as well as experience of the development of relations between the organizations working in the field of culture and the governmental authorities. Time has shown that the multi-level educational complex, in the context of modernization of professional training and reforming of such industries as culture and arts, is exactly the form which most fully and efficiently makes it possible to solve many important issues.

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**DEVELOPMENT OF EDUCATION:
NATIONAL EXPERIENCE,
STATE SUPPORT,
INNOVATIVE RESEARCH**

M. N. Tsoi

For historical reasons by the 21st century an intellectual potential was formed in the Republic of Uzbekistan, which by its level of development and innovative abilities was superior to many developing world countries and in many respects not inferior to the economically developed countries. The foundation of the intellectual potential of the country was laid many centuries ago. Uzbekistan selected its own way to progress on the basis of the prospects of building a democratic state and civil society and socially-oriented market economy, while taking into account the lifestyle of the people of the Republic, its specific conditions, traditions and rich historical and spiritual heritage, as well as the international practices and positive experiences of the developed countries [6]. To realize this way a considerable role is given to the educational system. In our country great attention is paid to the development and widespread introduction of Information and Communication Technologies. In accordance with the programs on informatization, the process of equipping educational establishments with computers, interactive technologies, and connections to the global network and "ZiyoNet" resources is ongoing. The educational establishments and information centers have been equipped with modern computer classrooms and multimedia technique. The project of creating a national network of e-learning that connects all educational establishments in a unified corporate network has been implemented. The process of improvement of the level of computer literacy of teachers is under way and a system of distance training for teachers has been arranged. An information and educational portal eduportal.uz has been designed that provides the opportunity to use modern teaching materials in both the national and Russian languages [2]. Current educational reforms are aimed at making the student the central figure of the educational process and at focusing the attention of teachers and software developers on the students' cognitive abilities.

The President of the Republic of Uzbekistan has signed a resolution "On measures of further improvement of the system of foreign language learning" [1], according to which, starting with the 2013-2014 school year, foreign language learning will be introduced in the first classes of secondary schools in the form of game lessons and conversation lessons and from the second class alphabet learning, reading and grammar. The Program of measures to expand the study of foreign languages at all levels of education has been approved. There is a plan to add foreign language to the unit of entrance exams in all higher educational establishments starting with the 2015-2016 school year. The special program will be designed in 2013-2016 to provide for faster equipment (re-equipment) of language classes in educational establishments with modern information, communication and technological training facilities.

In the Uzbek Research Institute of Pedagogical Sciences, named after Cara Niazi, research has been conducted for many years towards the creation of electronic media for educational purposes, in particular: (a) the introduction to teaching practice of lifelong education techniques and equipment for interactive learning; (b) the organization of effective control and management of the quality of education; and (c) the development of a universal software shell for creation of multimedia textbooks by every teacher familiar with computers at the user level, considering the requirements of state educational standards. A model of a self-evolving database of electronic educational resources has been created that can help users (teachers) to independently develop (form) authorized training lessons, while constantly improving in the process of interactive communication with the students. As experience has shown, along with multimedia teaching tools new forms, methods and a new ideology of thinking are coming. The modern world is changing.

One of the ways of modernization of national education is a government-supported direction towards maximum integration into the global system of education. The innovative changes in the national system of education are the answer to the challenges of the present time on the basis of the perception of the general trends of development of education in the world and comprehension of experiences in the development of education in other countries.

The participants of the International conference "Preparing an educated and intellectually developed generation as an essential condition for sustainable development and modernization of the country" (2012) have noted that worthy of special recognition and deeper study was the experience of Uzbekistan in establishing the Information Centers in every educational institution of the Republic. They are connected with a unified educational information network Ziyonet, providing wide opportunities for student access to necessary information, and for creation of multimedia classrooms for video conferencing, seminars, distance learning and training sessions that focus the educational system in Uzbekistan on technologies and use of modern media and telecommunication tools [3].

Therefore, the widespread use of new technologies in educational establishments at all stages of the system of lifelong learning will ensure high quality of education through the optimal combination of traditional and information learning technologies.

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NATIONAL QUALIFICATION SYSTEM IN THE CONTEXT OF INTEGRATION INTO THE EUROPEAN ZONE OF HIGHER EDUCATION

. . Mamyrkhanova

One of the tasks facing Kazakhstan, which is a member country of the Bologna process, is to ensure mobility of both students and graduates for participation in the creation of the united educational environment and united market of labor resources. The national system of qualifications, based on the description of the results of learning for each level of education and a set of competences received by graduates, gives graduates of higher educational institutions the opportunity for free movement. The availability of a National Qualification System (NQS) is one of the prioritized elements of the Bologna process. It should be also noted that the developed national system of qualifications shall be harmonized with the European Qualifications Framework covering all levels of education.

Issues associated with the Qualifications Framework have been important in Europe since 2001. During the period from 2001 until 2011, several workshops covering this topic were organized that justified the need to establish a qualifications framework with the description of a qualification from the point of view of level, work load, results of training and profile. In 2008, the European Parliament adopted the European Qualifications Framework (EQF), which is a meta framework and a tool for comparison and comparability of national qualifications in EU member countries [1]. For member countries of the Bologna process that develop their own qualifications frameworks, EQF is a reference point. We should remember that a national qualifications framework shall meet the requirements of the Bologna process and the European Union with regard to their correspondence to the following documents: "Steps of development of national qualifications structures", "Recommendations of strategy of the verification process. Criteria and procedures for checking and confirmation of comparability of structures", "Criteria and procedures of bringing national qualifications levels into line with the European Qualifications Structure" [2].

A National Qualifications System (NQS) is one of the main conditions for the development of skilled staff. It has become more important, because nowadays the level of preparation of specialists does not meet the requirements of the labor market. NQS provides for interaction of the education fields and labor activity by means of correlation of the stages of study, evaluation of practicability of the educational programs, conducting of public and professional accreditation and expertise in education. It also gives an opportunity to determine the preconditions for development of the skilled labor market (description of professional profiles by areas of activity, attestation of employees and job positions), and to preserve the international context of professional training (to compare qualifications received in different systems of education). National qualification frameworks occupy the central place in the creation of the NQS, which are based on the results of training

and divided into qualification levels. In the course of the development of the qualification frameworks, it is important to reflect the cycles of the training courses in the structure, as well as their relevant qualifications by the subject-based parameters of the elements set forth in the Bologna process. They should be described in the context of the European qualifications frameworks based on the results of education and acquired competences, quantitatively and qualitatively.

The existing Kazakh system of qualifications demonstrates the skills of an employee through definition of the input parameters of the educational system, approximation of levels of formal education, correspondence of curriculums and their duration, and work experience (MSK-97). Thus, the system of qualifications does not reflect the competency of an employee, or their ability to solve tasks and bear responsibility. Naturally, the system of education is preparing specialists in accordance with its own vision, and not in accordance with the labor market order. The so called qualifications of education – bachelor's and master's degrees – do not have a systematic description for different types of economic activity and are not transparent for employers. Recently, Kazakhstan has made a serious step forward towards the development of the NQS, i.e. the development and approval of a national qualifications framework and the beginning of development of professional standards, which is a basis for the development of a fully-fledged national framework and system of qualifications. However, development of professional standards takes place only in the field of technical and vocational training. Systematic research in the field of study of the NQS is carried out by Russian scientists, mainly employees of the Center of Study of Professional Education [3-5]. The work of students in this center describe the preconditions for the creation of regulating mechanisms for supply and demand in the market of qualifications in the context of improving the quality of professional training due to its refocusing on educational results. However, only the work of V.I. Baydenko is devoted to the issue of the development of a national qualifications system in the context of integration into the European zone of higher education [6].

Presently, the issues of the creation of a national system and national framework of qualifications and professional standards are widely discussed in academic and professional society. Besides, this problem is not very well analyzed in scientific works. Development and implementation of the NQS based on the results of education requires a reconsideration of the national system of education, training and lifelong education, and development of connections between them.

Updating the structure and content of the educational programs in accordance with the labor market requirements and international standards is a prioritized direction in the development of the system of professional training, including higher education and postgraduate studies. It should be implemented by means of the development of the NQS, with the attraction of the employers' associations. It will allow the higher educational institutions to develop modules and training programs based on the results of training and credits, and to simplify the acknowledgement of qualifications and all forms of previous education.

In the course of the development of the NQS, it is necessary to determine clear connections between national qualifications and levels of EQF, to develop national systems of acknowledgment of non-formal and spontaneous education based on general principles agreed at a European level, and to use the

opportunities of the system of accumulation and transfer of credits for development of the integrated mechanism of accumulation and transfer of credits for the purpose of lifelong education.

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**NON-STATE HIGHER EDUCATION
INSTITUTIONS IN MODERN RUSSIA:
TOPICAL PROBLEMS
AND WAYS TO SOLVE THEM**

O. I. Kosenko

The first non-state higher education institutions began to appear in Russia in the wake of democratic transformations of the early 1990s, when high-ranking policy makers came to the conclusion that alternative trends should be reflected in higher education. Currently, non-state higher education institutions account for about 50 percent of the total number of higher education institutions in Russia. Practice shows that some Russian non-state higher education institutions are well-established and reputable organizations. As a rule, they are founded by government entities or public organizations. With high intellectual capacity and adequate material resources, such institutions are on par with the best state higher education institutions or even superior to them in some aspects of educational activities. The best non-state higher education institutions respond to market conditions more quickly than state ones, boldly exploring new areas and specialties required by modern Russian society. They are less committed to outdated traditions, widely deploying individually-designed courses, problem-based lectures, tutor workshops, new forms of written work (very different from term papers and reviews), and new forms of student assessment (tests, etc.) in their educational and methodical work. Non-state higher education institutions rigorously compete for enrollees by offering individual work plans that reduce the duration of study to attract distance learning students, widely accepted pre-university training courses for school-leavers, and other effective forms.

However, the expert community believes that in today's Russia, there are many non-state education institutions that do not provide the required quality of training for the following reasons: (a) their material resources do not meet the requirements of the today's age (usually they lack well-equipped classrooms, modern computers, laboratory equipment and scientific literature); (b) the teaching staff is limited (the basic teaching load falls on the "hourly teachers", and there is a shortage of highly skilled teachers in many specialty disciplines); (c) methodological support of the educational process is weak (unique authorings are few and their implementation is not promoted financially); (d) there is no rigorous selection of applicants at the enrolment stage (non-state education institutions admit virtually all "customers" capable of paying); (e) the widely advertised individual approach to teaching in practice means that these institutions are not very demanding of students ("dropping out" based on assessment exists, but the drop out rates are low); (f) there is no serious research work done by teachers and students; and (g) the overwhelming majority of non-state education institutions have no internal system for monitoring the quality of education (student groups have no real opportunity to influence the quality of the educational process). For this situation to change, the current procedure for licensing of higher education institutions should be modified. The respective requirements must include an

absolutely clear commitment of the institution to ensure the required quality of the educational process. Every higher education institution should have a clear picture of what is understood by high quality teaching of students, and must guarantee that from the very beginning of its activity, and not for the future. At the same time, in our opinion, there should be a new procedure for control of compliance with licensing requirements at the stage of state evaluation – necessary information should be collected on a regular basis (for example, annually) and, most importantly, from a variety of sources. In addition to relevant committees of the Russian Ministry of Education and Science, the assessment of the quality of training should involve other stakeholders, first of all, businesses and student organizations. Data from different sources should be periodically summarized by the Information Center of the Ministry of Education and Science. This monitoring will allow for better (than is presently the case) assessment of the quality of training of students in each higher education institution.

Commercialization of higher education institutions is typical of market economies, but this process should be controlled by society. Apparently, government authorities in cooperation with public organizations interested in quality education should ensure systematic financial control over budget and non-budget expenditures for education to prevent misuse of funds. In addition, the state should offer high education institutions that produce high-quality professionals preferential conditions of funding (such as soft loans, budget subsidies and government contracts for training professionals in a particular field). Finally, the state should help universities in raising funds from businesses, which appears likely if the latter have some financial interest in this (for example, in the form of tax benefits). It is well known that quality education is impossible without adequate funding of the higher education institution. This means that the Russian Ministry of Education and Science should establish specific requirements for the level of funding of higher education institutions (taking into account applicable taxes). This should also take into account funds necessary for the purchase, maintenance and upgrade of training facilities, staff payroll, expenses for methodical work and scientific research, etc. Apparently, the minimum level of funding should be determined for higher education institutions of different types and number of students. At the stage of licensing of a new higher education institution, its financial position should be checked (the settlement account of the future institution should have sufficient funds to ensure smooth operation of all functions and maintain the existing training facilities (purchased or rented premises used for educational purposes, necessary laboratories, computer classes, etc.)). The existing higher education institutions should also be subject to financial control, with audits to be conducted by competent financial authorities. If an audit shows that financial position of a higher education institution does not ensure high quality training of students, then, in our opinion, this institution should be declared bankrupt. Such institutions could be subject to temporary public administration (by a representative of the Ministry of Education and Science), followed by change in founders on a competitive basis.

For an academic council of a non-state higher education institution not to be purely an advisory body to the rector, we find it necessary to issue regulations to confer to the academic council of any higher education institution, regardless of the sources of funding, the right to solve fundamental questions of the strategy and

tactics of educational activity, and also the right to serve as the main supervisory body over the administration of the higher education institution. Based on this, the chairman of the academic council of the higher education institution should be neither the president nor the rector, as they actually head the administration of the higher education institution. To prevent the wrong people from taking managerial positions in a higher education institution, regulations should set forth the main requirements for candidates to these positions (from the president and rector to deans and heads of departments), define their powers, levels of responsibility and election or appointment procedures.

The experience of developed countries shows that non-state higher education institutions are not only designed to provide high quality training of students, they are also innovative entities in the field of higher education. This is why graduates from private universities abroad usually quickly build a career, taking prestigious positions in business, government and other important areas of social life. We think that the non-public sector of higher education in Russia should develop in this direction in the future.

Therefore it seems appropriate to actively develop partnerships between the Russian Ministry of Education and Science and national associations of employers: (a) to build a national system of professional standards as a basis for state educational standards of professional education, as well as a system of independent quality assessment and certification of qualifications; and (b) to create databases for an objective assessment of labor market needs and forecasting future demand for workers and specialists. It is also necessary to amend tax laws to allow companies to allocate to education expenses not only direct costs of training, but also related costs, including investments in physical infrastructure of education institutions, retraining of teachers, etc.

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IS CULTURALLY RELEVANT PEDAGOGY AN ADEQUATE MODEL OF LIFELONG LEARNING EDUCATION?

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H. Liberska

Introduction: analyses background. The ongoing transformation of the contemporary world has questioned a significant number of traditional norms present in educational systems. What follows is a need for a change. The major goal of this study is to identify possible ways of solutions that could support the process of obtaining a positive balance in this huge system of changes pertinent not only to the process but also to the effects of educational activity. Anthony Giddens (2001) points out that modern institutions (including educational ones) are different from all earlier forms of social order because of their dynamics, range as well as the extent to which they undermine customs and traditions. Giddens claims that the most important elements of modern civilization change include the separation of time and space and the removal of social institutions. The crucial process of the acceleration of time and space separation results from the use of abstract systems such as money or expert systems, technical innovations, global networks such as the Internet, etc. The strength of trust in these systems is associated with psychological insecurities of individuals and groups, which increase as a result of the ongoing processes of erosion of existing social patterns of behavior and cultural references. In the post-traditional world, the modern mechanisms tend to control relationships and social situations. The modern media such as the printed text, the Internet, the television, and the cinema, are not so much reflecting the reality as creating it. Particularly, the expert systems tend to provide specific technical knowledge practically about everything: how to live, how to work, how to dress or how to serve customers. The knowledge is provided by educated experts from different areas such as health, nutrition, money, time management, upbringing, or life. Their opinions seem to be necessary and often crucial for making decisions by individuals.

The influence of the broad socio-cultural context on the process of organizing education is indisputable. This process is reflected not only in educational goals, but also in different methods of work. Many researchers have focused on the influence of the cultural conditions on education: Poortinga (1992), Hurrelman (1994), Erdogan, and Cifcicil Giorgetti (2011), Kowalski, Farnicka (2012).

At each level of education: cultural, relational and operational, an individual acquires knowledge and experience necessary to perform social roles, develop their identity as well as to plan their life. Thus--at every level-- there is a number of interactions, leading to the formation of further changes to the system, as well as to individuals. Bronfenbrenner (1976) calls this process "eco-passage" and recognizes them as both a factor, and as a consequence of development. Therefore, specific ways of coping with the crisis are not merely a consequence of a given situation, but also a stimulus to create another. Depending on the paths

selected in the system, it recognizes some other pressures, which determine current tasks, provoke new problems and stimulate activity. However, for the system to properly respond to pressures, some form of readiness is necessary. This can be determined by the motivational factors inherent in the system: maturity, economic opportunity and adoption of social expectations that create specific conditions of the changes. This moment can be called a sensitive period. This means that the same pressure or a similar pressure in another “constellation point” may lead to other changes in the functioning of the system. So, it depends on that developmental readiness which change paths will be chosen, and what tasks and challenges will be undertaken.

Lifelong perspective of education creates many opportunities for education, both legal and organizational ones. It has been a long time since the system started to be reformed for the purpose of modernizing it. The process of diagnosis and critique of Polish school system has started along many other ones in the world. Miroslawa Nyczaj-Drag (2011) interestingly pinpointed possibilities--and problems--in exploiting the potential in raising the educational level of society. The author emphasizes the effects of the inability to use financial and educational capital of parents by the system – the segregation of schools and classrooms (divisions for better and worse), the privatization of the educational processes, high individualization based mostly on the financial situation of the individuals.

CRP model as a lifelong learning model of education – discussion. In the rapidly changing world, it is rather difficult to achieve a single, efficient solution, which will serve universal interest. This is the price we pay for diversity and variability. What awaits us is rather “mosaic multiplication” and a wide variety of possible solutions. The questions of the availability and legalization of various forms of education will soon arise. In addition to “mosaic multiplication”, some other dangers will appear. According to Bauman (1996), it will be a dichotomization of societies, the lack of equal start, and unevenly distributed access to culture and science. Fascinatingly, it can be observed that the process of dichotomization speeds up in the conditions of the world’s economic crisis.

Many researchers are looking for a universal model of developmentally oriented education. In the latest model created by Brown-Jeffy and Cooper (2011), called Culturally Relevant Pedagogy (CRP), it is suggested that the system of education is significantly linked with the social environment. This model clearly shows adequate diagnosis of the most important resources, strengths and challenges for educational institutions. The model is based on five independent, but necessary elements.

The first element involves the identification of educational subjects, and their expected cultural achievements. The priority here is to involve the cultural heritage of students and their local community in the educational program as well as to create a positive environment. In such respect, the role of the teacher must be underlined. Only a teacher who can communicate her/his ideas clearly with respect to the students’ expectations can accomplish important educational goals. It must be a teacher who is willing to allow individual students to take part in some steps of decision-making in the not teaching but in learning process. Such an individual will have to demonstrate knowledge and competence with respect to issues which are of importance to the students.

The second pillar of the presented approach is to create fair evaluation and equality of access to knowledge. It is not only about the dispositions and commitment of teachers, but also a legally sanctioned equal access, equal opportunities and requirements for students. Nowadays, the cultural differentiation plays an enormous function in defining success in relationships among people from different parts of the world within the spectrum of unified postmodernist, educational system. This can produce positive or negative outcomes in the intercultural relations in such a system. Therefore, it becomes imperative for students and their teachers alike to learn each other's culture not only in school lessons but also in direct, personal contacts. It is crucial to be aware of the cultural differences, and have an appropriate approach to them, e.g. by sharing the knowledge about their cultures and their nuances. These in the long run would remove most of the obstacles in equal opportunities and would create better access for the students.

The third constituent focuses on the development of the students' potential through the use of tools and working methods appropriate for their developmental and psychological needs. This means that teachers need to work out adequate styles and techniques of teaching, but also need skills of motivating, engaging, collaborating and communicating with their students. Using modern technology seems to be an excellent opportunity here. We must remember, that the access to them is limited, because of material status or inexperience reasons.

The fourth pillar concerns the philosophy of education which consists in a holistic approach to a human being. Education of "lifelong" includes a program that supports the development and enables the transfer of knowledge outside school, i.e. shows its usefulness in building bridges between school and home-social-community. It's based on the assumption that the main aim of education is acquiring skills culturally recognized as adequate for development stage, that is, for example, communication, coping with emotions, organizing, planning and cooperation.

The last, *fifth element*, concerns building relationships and positive atmosphere among students and teachers. Such care requires co-operation between the participants of the educational situation: students and teachers. Both students and their teachers are supposed to be treated as equal partners within the schools' environment, and should remember that this role can be change in next subject, when some of students can start teach.

Conclusions. The new way of education described here would include elements of the community approach and the Scandinavian configuration (Nowosad, 2011). The organizers of an educational system ought to make effort to provide adequate education conditions. Nowadays, numerous countries are building lifelong educational systems as "egalitarian and universal" (e.g. Scandinavia). They have realized that they cannot afford to waste the potential of both students and teachers. In such systems, the threat mentioned by Zygmunt Bauman is real (1996). This relates to the stratification of society not only on the economic level but also on the educational one. In this light, the most important question arises of how to find an adequate form of financing so that appropriate and developing education can be provided as an egalitarian (accessible) standard in postmodern societies. The financial structure of a school system (or an

educational system in a broader sense) is a significant issue. We have a large number of good teachers and millions of talented students all around the world. Why should we then leave the development of students to luck that depends on the background and socioeconomic status of their countries?

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THE TEACHER AS A KEY FIGURE IN THE SYSTEM OF LIFELONG EDUCATION

O. S. Zadorina

The teacher is always referred to as a "key figure" in the processes that take place in society and education. The teacher is a key figure in the social processes of the 21st century, the key figure of the education paradigm, innovative development of education, and the modernization of education and lifelong education. This is due to the fact that the effectiveness of changes in society in general and in education in particular builds on the teacher's willingness and ability to give rise to these changes, accept and implement them. The opinion of the great K.D. Ushinsky that "Nothing can be improved in teaching and upbringing – in the entire school occupation – without avoiding the teacher" is still relevant today. Let us add: not only in school occupation, but also in other levels of education. It is thanks to the activities of teachers that the government policies for the creation of intellectual and creative potential of the nation, the development of science and technology, and the development of culture of the nation and individuals are implemented.

According to some authors (D. Blacker, K. Peters, M. Lippman, etc.) there is now a totally new dimension in the development of education where it increasingly "blends" into the culture and society that becomes "enlightened" or "educational". In this context, education is no longer the prerogative of formal institutions, but in a way it "encompasses" the entire socio-cultural environment. The educational socio-cultural space in relation to the development of personality serves as a field of vital interests and cultural preferences and choices.

Lifelong education is conceived as an incremental and lifelong process which enhances, deepens and broadens knowledge of people of different ages. Lifelong education is a "process of growth of the educational (general and vocational) potential of a personality throughout life that is supported organizationally and meets the needs of the individual and society" (A.I. Kravchenko). The goals of lifelong education are to enhance the ability of a person to adapt to transformations in the economy, professional life, culture and society. Scholars associate the "continuity" of the educational socio-cultural space with its value-motivational dimension for overcoming the actual discreteness of formal education rather than with the material social organization of the educational process (L.L. Litvinenko). In this respect, the role of teacher is hard to overestimate.

Only the teacher can cope with the unfavorable environment in cultural and spiritual spheres and help the learner make the right choice of culturally-based preferences and behaviors. Only the teacher can develop in learners the ability to consciously adapt to new conditions of life in the information society and preserve their worldview, humanistic ideals and values. It is in the hands of the teacher (master) to develop in a student high social activity and responsibility, aspiration for creativity, and the ability to find optimal solutions to life's problems in critical or irregular situations. Filling the educational process with meaningful potential

depends on the teacher through the design of the educational environment by searching for its meaningful characteristics. The teacher should know and use mechanisms for the translation of general cultural meanings into individual structures of students' consciousness. This task involves creating conditions for the transformation of the educational content into a factor for mastering new experience and for developing and educating students. The teacher has to take into account the students' age, and temperament, and students' main channel of perception, and master various teaching methods, communication techniques and educational technologies. The computer, with all its diverse capabilities, placed on a pedestal by the information society, cannot play this role.

Being involved in the system of lifelong education, a student faces the need to choose their professional career or educational institutions many times. This makes the role of teacher as an advisor and mentor more relevant. He or she has to provide professional advice on different aspects of the educational, professional and personal development of the learner, taking into account their personal interests and needs. The teacher supports motivation for learning, helping a growing or mature personality to find their way through the range of educational services, and anticipating possible failures. Information technology and the Internet open up new horizons for this consultancy, although they do not replace direct advice and high-quality support of a person in finding their way through the information flow. The role of teacher as a source of information for students diminishes year after year, but the influence of his/her personality increases. The reasons behind the huge moral influence of the personality of teacher on the personality of the student are rooted in the nature of man and relationships that develop in the course of educational activity. No wonder that students often associate their choice of life strategy and changes in their fate with individual gifted and creative teachers.

The essence of the roles of teacher and learner, the forms and content of interactions between them, and the age and time limits of traditional education have changed over time, aggravating conflicts between information needs and information opportunities of different generations of students and teachers that manifest themselves in different degrees of preparedness of participants of the educational process for perceiving changes typical of the information society. But despite everything, the "teacher-learner" pair remains central in the educational process. The role of teacher in the modern education paradigm, albeit becoming less dominant, continues to be determinative for the process and outcomes of education. This role goes beyond understanding a teacher as an "indifferent coordinator of the learning process and customizer of software" (V.I. Zagvyazinsky). It obliges the teacher to be a proactive and creative well-educated person with communication skills, who is able to find an individual approach to everyone, and to use his or her positive energy to inspire others for doing something, and who places the development and health of personality in the center of educational interaction. Therefore, in the context of lifelong education in the information society, the personality of the teacher, with his or her values and definitions of professional activity, and the content and forms of professional training should be paid much attention.

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CONTINUING INNOVATIVE EDUCATION AS A CONDITION FOR INNOVATION DEVELOPMENT OF SOCIETY

T. F. Alekseenko

An innovation society may be presented as a self-organizing system that evolves dynamically over time [1]. The substantive basis of self-organization is a sustainable trust relationships based on the rules of social interaction that develop in the innovation sphere between the key players of the innovation system of society: the state, education and business. Today, the role of education in the development of innovation society is becoming increasingly important. Higher education is an environment for generation of new knowledge and reproduction of the workforce for the innovation society. However, the main problem is that the theory and practice of higher education still fail to solve the issue of designing and implementing an educational environment directly intended for the development of innovative personalities. Moreover, there is no uniform system of innovative education capable of building innovative thinking of learners. An innovative education system should be focused on the development of a creative person, an innovative person (*homo innovaticus*), who is able to continuously search for new knowledge and implement it in practical ways [2]. Such a person should have innovative capabilities, such as (a) creativity expressed in intellectual activities; (b) innovation expressed in business activities; and (c) constructiveness expressed in activities based on values and motivations [3].

The development of innovative capabilities in young students is challenging, because higher education institutions should provide all necessary resources to ensure that students are involved in different intellectual, business and social activities. The natural energy of young people of student age is one of the "gears" for "connecting" them to innovative activity. Innovative activity seen in N.I. Lapin's systemic concept as a mechanism for personal self-development [4] can be relied upon in the educational process as a prerequisite for the development of innovative capabilities of students. However, the system of innovative education should not conflict with requirements of the Federal State Education Standards. The Russian Association of Engineering Education (RAEE) has prepared materials for the certification of programs for Bachelors, Specialists in technicac nt M

should be performed by Specialists, and without capabilities for exclusive production activity aimed at producing an innovation that Bachelors and mid-tier Specialists should have, an idea will not turn into an innovation. All stages of the innovation process are permeated by different innovative activities that both Specialists and Bachelors in technical fields who have skills working with innovative objects can and should be able to cope with. These capabilities cannot be developed at the level of a Master's degree only – it is a long process rooted in the development of creative abilities in school, or even better in pre-school institutions, which is then consolidated at the level of a Bachelor's degree and developed in different intellectual, business and social activities in the training of Specialists. Continuing innovative education throughout life becomes a prerequisite for successful innovation development of society.

Managing the innovative development of young people is one of the areas in future professional activities of students in the Organization of Working with Young People at the South Russian State Technical University (Novocherkassk Polytechnic Institute). The innovative development of young people is understood as changing qualitative characteristics of a personality driven by self-development mechanisms that are triggered by innovative activities undertaken by an individual. This step involves the task of designing those activities of a person that will lead to building the desired innovative capabilities in particular students. Interactive learning techniques suit the task best. Interactions between teachers and students and between students in such a learning process create a socio-psychological educational space that is a prerequisite for the manifestation of different activities in learners.

The logic and methodology for building training activities as a means of developing innovative capabilities and designing innovative behaviors of young people should be based on scientific and methodological principles of interactive learning management, which will help learners to gain theoretical knowledge through the understanding of a new sensual experience and analysis of the content of game-based training activity [3]. Based on these methodical principles, students with a specialization in Organizing Work with Young People have developed the following trainings and adapted them for students of a technical higher education institution: (a) training in development of value orientations related to innovation and entrepreneurship; (b) training for identifying personal creative potential and competitiveness; (c) "Receive a Grant" training aimed at developing communication competence of innovative managers; (d) "I am an Innovator" team-building training; (e) the role game "Innovation Navigator" designed for studying behavioral characteristics of the key players of the innovation process ("pioneer", "innovator", "PR technologist" and "expert consumer").

Training activities are generally subject-centered. The method of creative projects enables each student to choose projects or roles in business games according to their intellectual abilities and professional needs. A properly organized process of didactical support of the innovation development of young people should take into account the levels of educational programs for Bachelor's, Specialist's and Master's degrees, and also new requirements for competencies of graduates under engineering programs. Therefore trainings to be designed for Bachelors in technical fields should be intended to develop value orientations

related to innovation and entrepreneurship and identify personal creative potential and competitiveness. Effective trainings for future Specialists include the "Innovation Navigator", the development of personal intellectual activity, studying behavioral characteristics of the key players of the innovation process, involvement of students in real project activities, etc. Masters whose professional competencies meet the requirements expected of an innovative team leader should be offered trainings such as "I am an Innovator" and "Receive a Grant" that are intended to develop personal activity based on values and motivation, leadership, communication skills and business activity of future innovative managers.

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**LIFELONG PROFESSIONAL
EDUCATION AS A FACTOR
FOR LEVERAGING WORKFORCE POTENTIAL
AND SUSTAINABLE ECONOMIC DEVELOPMENT**

**N. E. Kolesnikov
T. N. Kosheleva**

The continuity of professional education (which under the new law "On Education in the Russian Federation" [1] is provided in two main forms: secondary and higher professional education, with the latter being divided into bachelor's, specialist's and top qualification programs) implies continuing improvement and development, taking into account both the individual's and society's needs. Today and in the coming years (at least until 2015), one of the priorities in the development of professional education is to develop professional standards in basic professions (groups). By request of the President of the Russian Federation, at least 800 professional standards should be developed before the year 2015. Given the many thousands of skilled blue-collar professions and white-collar jobs in sectors of the national economy, the "professional standardization" of work in Russia may last at least until 2025.

In late 2012, the State Duma amended the Labor Code of the Russian Federation to include the concepts of "professional standard" and "employee qualification" as part of the implementation of the Presidential Decree dated May 7, 2012. In accordance with this amendment, the professional standard is a characteristic of employee qualification that is necessary for undertaking professional activities. In turn, employee qualification is defined as the level of knowledge, abilities, professional skills and experience of the employee [2]. Certification of activities and professions according to professional qualifications, and modernization of existing professional qualification characteristics, as well as working conditions and workplaces in general, involve relevant innovative transformations in the content, composition and structure of educational standards for training, skills upgrading and retraining of workers, employees, managers, etc. Apparently, all these processes exist, and always have existed, suspended only in periods of economic downturns or reforms, such as during the period of "fundamental change" in this country in the 1990s, in order to resume in largely new processes of continuous development, which we have observed in recent years. What makes the current processes different is that the challenge of improving the efficiency of the economy is focused, as never before, on a radical qualitative change in the nature, structure and content of the labor force in the framework of its establishment and development – from human resources to human capital. This is on the one hand. On the other hand, equally profound improvements are expected and are increasingly taking place in the utilization and realization of professional qualification potential of the workforce for integrated modernization and innovative transformation of production in order for the continuity of both technological and professional education processes to provide sustainable development of economic processes.

Today, large-scale modernization and innovation transformations are widely known, in particular in the system of professional education, mainly in educational institutions. At the same time it appears that very little attention is paid to the role and development of the sub-system of professional education or professional training that is intended for supporting continuous upgrading of skills and retraining of the existing workforce. This requires the advance preparation of not only an academic support base for those professions that are promising in terms of the labor market, but also of relevant jobs, which are usually highly technological and fairly paid. All this should encourage employees to make additional training, retraining, etc. In this respect, the provisions of the new law on education stating that additional education (item 14, Article 2) and professional training (sub-items 1 and 4, Article 73, Chapter 9) do not lead to an increase (change) in the level of education seem to us to be disputable. This is a very important issue, in particular in terms of promoting professional training of employees of small businesses, which according to the national economic development strategies should grow in numbers and performance levels. However, no professional education institution provides training of entrepreneurs and personnel for this sector, which usually employs people who have sometimes and somewhere learned something from a large arsenal of small business aspects (organizational, financial, legal, etc.). The effectiveness of this sector of the economy is to a great extent hindered by insufficiently trained employees of small business, especially in innovative industrial manufacturing. In our opinion, this challenge could be successfully overcome by "Professional Training" as one of the areas of "Professional Education" by relying on a wide range of available opportunities for professional training, retraining and skills upgrading in blue-collar professions and white-collar jobs by mastering specialized educational programs for secondary vocational education. In this case, professional training can be provided by educational organizations, including training centers. However, it is important that such professional training, especially when it is aimed at mastering a new blue-collar profession or white-collar job, and small business competencies (in a wide functional range), grant such businessmen and their employees the right (based on successful completion of training) to raise their educational level. However, as mentioned above, the legislator does not support this idea [1].

The development of professional and educational standards for relevant professions and specialists will solve a number of problems that are critical for the efficient utilization of graduates from professional education institutions. First, a scientifically and practically justified approach to selecting economically and socially strategic professions and specialties including their functional substantive characteristics and qualification requirements of employers is established as early as at the stage of development of a professional standard. Second, an educational standard which constitutes the arsenal that graduates will bring to the labor market (i.e. the employment environment controlled by employers) includes (or has to include) counter demands to employers in terms of conditions for the efficient utilization of young specialists that should be generally recognized and included in the professional education standards. First of all, workplaces at enterprises (in organizations), including working conditions and safety, should match the level and quality (qualification) of workforce training. Remuneration, which most often serves

as the most important indicator of working conditions in the broad sense of the word, is determined by the labor market, and the educational standard can only indirectly influence it, especially when the employer evaluates a young specialist. Thus, professional and educational standards are (or, to be more precise, have to become as soon as they are developed and implemented) the main means (method) for balancing demand and supply of skilled workforce in the labor market. Also, very importantly, their relationship acts as an ultimate mechanism for improving the quality of training in the system of professional education. This means that in this context, the continuous system of professional education will be much less criticized by employers for its inability to provide the right specialists, or for a poor level of training. Equally important, the system of professional education will, in turn, become enabled to evaluate, in terms of educational and professional standards, whether the level and quality of training of graduates match the level and quality of technological and other working conditions offered by the employer. In this respect, by far not everything is balanced, and often it is not due to the fault of professional education, but due to insufficiently strong material and technological base of production and labor. This is demonstrated, in particular, and first of all, by the high deterioration of fixed capital in the national economy. In the last decade, deterioration of fixed assets increased to reach 45.7% in 2010 (2000: 43.5%). At the same time, investment in buildings and structures grew (from 40.4% in 2005 to 42.6% in 2010), while investment in machinery, equipment and vehicles, i.e. the most active part of fixed assets, declined (from 41.1% to 38.6%, respectively) [3].

New approaches not only to the development and implementation of professional and educational standards, but also to the use of the resulting professional qualification potential of the workforce to reach the required level of performance should be expected to make Russian business upgrade fixed capital, including equipment of workplaces, in a more active and innovative manner. The current implementation of the program to create 25 million highly technological and fairly paid jobs by the year 2020 will make an important contribution to achieving this goal. The continuity of this work is organically linked with relevant processes carried out by institutions of professional education.

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PRINCIPLES OF HARMONIZATION OF LEGAL EDUCATION IN THE EUROPEAN UNION

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D. Perkumien

Introduction. Globalization, economic globalization and legal globalization. These words are well-known for us and perhaps for the law society everywhere in the world. Undoubtedly “global law” is becoming an influential and organizing principle for law teaching, research, jurisprudence and legal theories both in the USA and in the European Union¹. Recently, in the European Union much attention has been given to the harmonization and unification of law. We can see that since the Second World War considerable efforts have been made to promote the harmonization of private law and primarily the commercial contract law. Although there are debates on the unification of law in the European Union, debates on the teaching of law are almost entirely missing. In recent years it has been increasingly necessary to familiarize students both with the rules and the deep structure of more than one legal system. Law students in the European Union are likely to work in an environment where they will have to deal with many legal systems in the context of a single case. Business relationships for example are increasingly transnational and the economic relationships within Europe, and in the world, are constantly crossing jurisdictional lines. In the past law society referred to one legal system, while nowadays lawyers in the European Union have to work with more than one legal culture. However the majority of law students still familiarize themselves with only one legal system. As *Xavier Blanc-Jouvan* noted the main feature of legal instruction in all countries, including the common law world, is based only on the national law². The situation is changing today. As students already feel that they are part of a global world, they want to know something about other legal traditions, including the English or American legal system. *Purpose:* to analyze possibilities of harmonization of legal education in the European Union.

Results. We know that in the recent years some efforts have been to address this problem. In Europe there are some programs for students to learn another legal system. In almost every law school there are courses in comparative law, which consist of a general introduction to the major legal systems existing in the world. The law schools invite foreign scholars to teach or co-teach some courses in order to introduce students to another legal world. These courses are excellent, but considering legal relationships it is likely that today these academic courses are not enough. Furthermore, the students are expected to spend an appreciable period of time studying another legal tradition abroad. The Erasmus program is such an inter-university program. I think that in the European Union the most ambitious attempt to address the problem of trans-systemic law teaching is

¹ See: Zsolt Nagy: *Metszetek a jogásztársadalomról*. (Details about the Legal Society) A Pólay Elemér Könyvtára. Szeged. 2012. 150–152 p.

² Xavier Blanc-Jouvan: *Bijuralism in Legal Education: A French View*. 52. *Journal of Legal Education*. 61. 2002.

the Hanse Law School where students are expected to learn the law system of the Netherlands and Germany. Similarly to this, the Faculty of Law of the University of Maastricht introduced the so-called European Law Studies Program where students enter a course focused on the general and common principles used by the member states of the European Union¹. These approaches of law teaching are focused on the mastery of more than one culture but they remain limited in scope or in vision. To better understand the way of trans-systemic law teaching I think we have to analyze the legal education at the *Faculty of Law of McGill University* in Quebec, Canada. The result of this brief analysis can have an important message for all legal tutors in Europe².

The McGill University Faculty of Law has always had a strong tradition of teaching comparative law but now the McGill teaching program is a real bisystemic, transsystemic, bijural curriculum combining the civil law and the common law. It is well-known, that Canada is a federal country where since the seventeenth century two legal systems of private law have coexisted in the provinces. In this way the Quebec jurisdiction has a plural character of law using the method of comparison.

Because of the above-mentioned bijuralism, legal education in Canada has a special importance. As *Catherine Valcke*, a law professor at the University of Toronto said that “legal players must be capable of playing two games at once”. As a consequence of the particular origins of Canadian law, it was an English-speaking law school, the only one in the early 20th century in Quebec, under the deanship of *Frederick Parker Walton* and *Robert Warden Lee*, which first introduced a bijural curriculum. In fact common law courses were offered alongside the traditional civil law program. By the end of the sixties a new so-called National Program was introduced which philosophy was a “mutual understanding between different regions in Canada”. This Program made it possible for the students to complete a civil or common law degree or to complete both degrees in four years. The Program provided students with a training that allowed them to qualify as lawyers both in civil and common law jurisdictions. In this way, the McGill University began to produce jurists who could work both in transnational and international environments, and of course increase professional mobility. It is worth mentioning that common and civil law degree graduates at McGill are qualified for practice in a number of states in the USA. Despite further effort to develop a comparative teaching method, the bijural curriculum was mainly a cohabitation of two largely autonomous orders of private law. As *Nicholas Kasirer*, a dean at the Faculty of Law at McGill University, noted: the McGill Program “meant a peaceful cohabitation rather than active dialogue between the common law and the civil law”. It have to be mentioned that in the same undergraduate curriculum, this mixed legal education exists at the universities of *Montreal*, *Ottawa*, and *Sherbrooke*.

In 1999, as a response to external and internal pressures, such as the desire to make the Faculty more attractive to the students, a major reform came. Before

¹ de Mestral, Armand: Guest Editorial: Bisystemic Law-Teaching – The McGill Programme and the Concept of Law in the EU. 40. Common Market Law Review. 799-807. 2003. Netherlands. and European Law Faculties Association. (ELFA) The University of Birmingham. www.elfa.bham.ac.uk.

² Zsolt Nagy: Metszetek a jogásztársadalomról. (Details about the Legal Society) A Pólay Elemér Könyvtára. Szeged. 2012. 160–163 p.

1999 the two streams were sequential rather than integrated as they are in the new program where students can admit to a single integrated program and complete it within three years. In this new transsystemic teaching, the fundamental concepts of the common and civil law are taught within a single course where law is learned in function of overarching categories of law. The courses include: Extra-contractual obligations/Torts, Contractual obligations/Contracts, Comparative Federalism, Private International Law and so on. The only course that is not taught in a transsystemic way is the Civil Law Property because of its cultural specificity. This teaching method gives students a coherent understanding of fundamental legal principles rather than an understanding of a single law system. This new approach of law teaching invites students and scholars to think about law in a new way. Furthermore, this new intellectual model of education is undoubtedly “an open door on the world” and it can deepen and expand the way of thinking about law.

In Europe there are many programs which allow students to get to know more than one legal culture. Excellent programs exist in which enable students to study for one or more years in France, The Netherlands, Spain, Germany, or England as a part of the common law world, or to study in any other member state of the European Union. By these inter- and intra- university programs a solid grounding in both the civil and the common law can be acquired. In connection with these issues some questions may come up: “Why did I give a brief analysis about the McGill Program?”; “What is the connection between the legal mixture in Canada in the Canadian legal education and the European Union or the legal instruction in the European Union?”; “What are the advantages of the new McGill Program, should we choose a way of such complexity?”

Rene David had the following standpoint on these questions: “Some are tempted to consider Canada as the Promised Land for comparative law, but the pilgrims are still in the desert”.¹ The Canadian legal instruction is based on the coexistence of two legal cultures and something similar, but more complex exists in the European Union. As a consequence, the development of legal education in the EU may have to adapt to the new reality, and analyzing the law teaching at McGill will help us to achieve our goals. In the following, in order to help you to think about these questions, there are some arguments for the above-mentioned questions: (a) a polijural education structure can provide students with a more complex legal knowledge and identity which can be useful in the multicultural world of Europe or in anywhere in the world; (b) a polijural education structure provides both students and scholars with the ability of comparative analysis; (c) with a polijural education, the general legal principles will become more and more important in the European legal community and common legal knowledge; (d) as a result, the European law society will not think in terms of a national legal system, rather in a perspective of several legal jurisdictions².

¹ René David: *The International Unification of Private Law*. In: René David (cd.) *International Encyclopedia of Comparative Law*. Volume 2. *The Legal Systems of the World. Their Comparison*, chapter 5. Tübingen: Mohr, 1971. 208. p.

² Michael Mc. Auley: *On a Theme by René David: Comparative Law as Technique Indispensable*. 52. *Journal of Legal Education*. 42-48 p. 2002. Julie Bédard: *Transsystemic Teaching of Law at McGill: Radical Changes, Old and New Hats*. 27. *Queen's Law Journal*. 237. 2001.

Conclusions. Finally, what I have in mind is a kind of transsystemic legal instruction I have explicated above, which will be able to contribute to a new European “*ius commune*”, which was based on the Roman law in the past, but today this is a process of coordination of laws within the European Union. This process can be called the re-Europeanization of legal community on the basis of common legal culture and common legal science. Nevertheless, I think that in the aspect of harmonization of European legal education, our law society has to be aware of the cultures, legal cultures, traditions, legal traditions and the tradition of legal education structures of each European country.

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EXPERIENCE OF INTERNATIONAL COOPERATION IN THE FIELD OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

L. V. Chalysheva

Integration of sustainable development issues into the educational environment of the regions is one of the important tasks focused on implementation of the decisions taken by the United Nations with regard to carrying out the Decade of Education for Sustainable Development. The United Nations Economic Commission for Europe developed a regional strategy calling upon all countries to integrate the issue of sustainable development into their educational systems. In this context it is recommended to provide for availability and accessibility of high quality training materials for the purpose of sustainable development. According to the report of the Secretary General of the International Commission for Education for Sustainable Development, four important components of the educational process of the 21st century were mentioned: teaching how to understand things; teaching how to do things; teaching how to exist; teaching how to live with other people (International Program ... , 1996). The recommendations of the round table "Education and Ecology" held in June 2008 by the Committee of the State Duma for Education and the Commission of the Public Chamber for Environmental Policy stated that "... one of the important instruments providing for protection of the environment, rational use of natural resources, and sustainable development includes an increase of the level of awareness of the population through environmental education and enlightenment", and recommended "... to upgrade the efficiency of cooperation in the field of education for sustainable development with international organizations" (Decision ..., 2008). International cooperation in the field of science and education was mentioned as one of the important directions of the program for upgrading knowledge and developing network cooperation of universities of northern countries. The following high priority areas of cooperation between the northern countries were as mentioned: "... strengthening the positions of the Northern countries in the course of international competition through development of cooperation, ... educational and research projects". Halldor Asgrimsson, the Secretary General of the Nordic Council of Ministers, stated in his report that "determining the areas of education and science as high priority areas corresponds to the decision made by the Prime Ministers of the Nordic States, i.e.: the northern regions must be better prepared to meet the challenges of globalization." The Charter of the University of the Arctic Region approved by the forum of rectors of the universities of the Arctic Regions states that strengthening creative contacts and improving the intellectual potential of the subpolar region through education and exchange of knowledge is one of the priority missions for developing the universities of the Arctic Region (Charter..., 2008).

Over the last years, due to the initiative of the Ministry of Natural Resources and Environment Protection of the Republic of Komi and the Institution for

Environmental Education of Rantasalmi (Finland), favorable conditions were created for development of international environmental cooperation. The Republic of Komi is an important partner of Finland in the field of economics, culture, science and education. Several international projects are being implemented in the Republic of Komi in the field of the environmental education and enlightenment. The educational project "Environmental and cultural education as an instrument of international cooperation" has been implemented since 2007. The purpose of the project is to create a Komi-Finnish network of environmental and cultural education. The first stage of cooperation is planned to be realized during 2007-2013. All events of this program are financially supported by the European Community. One of the tasks to be solved within the scope of this project includes creation of partnership relations between schools of the Republic of Komi, Karelia and Finland – all project participants. Active cooperation between the pedagogical staff of the educational institutions of the Republic of Komi and schools of Southern Savo Province (Finland) has been established. Within the scope of this project, teachers from different regions of the Republic of Komi visited Finland and studied at courses to upgrade their qualification at the Institution of Environmental Education of Rantasalmi, and studied the system of education of Finland as well as the culture of the Finnish people. Teachers from Finland study not only forms and methods of organizing training and out-of-school work of students of the Republic of Komi, but also the original culture of its indigenous population. Those visits laid a basis for developing cooperation between Komi and Finnish schools. The key element of this project is that not only teachers of natural sciences, but also teachers of history, foreign languages and lower grades are participants of environmental education.

Among large international projects implemented in the Komi Republic supported by international partners (the Ministry of the Environment of Finland, the Ministry of the Environment of Sweden, and the Ministry of the Environment of Norway) we can mention the project of developing a modern interactive packet of educational and methodological materials entitled "Green Package", initiated by the Regional Environmental Center for Central and Eastern Europe (Hungary, Szentendre), which is at the same time the project's main partner. This study guide is a perfect combination of all possible means of training focused on developing an environmentally focused mentality of citizens. The Komi Republic became the third region in Russia (after the Moscow Region and St. Petersburg) where this project is being implemented. There are approximately 100 pilot sites in the Komi Republic involved in testing this training and the methodological package facilitating its large-scale implementation into the educational environment of the Republic.

Specialists of the educational industry shall be also involved in international activities for the purpose of fruitful cooperation in all fields of cultural and economic life for the benefit of long-term cooperation. The citizens of Komi, Karelia and Finland are representatives of one Finno-Ugrian family of languages. Preservation of the unique national culture and strengthening of social partnerships, cooperation and cultural exchange is very important for people of the Republic of Komi, Karelia and Finland. Cooperation requires mutual understanding. This task can be realized through study of culture, behavior and traditions in the best way. Education plays an important role in this process.

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LANGUAGE EDUCATION IN AN INTERCULTURAL SOCIETY

A. Josefova

Abstract. The problems of an intercultural society are under the focus of public attention now. Increasingly more frequent and active contact between different cultures, races and nations highlight the problems of cultural interaction and intercultural understanding that have to be solved. Mass migration increasingly often causes various problems of integration of immigrants into the society and preparation of the next generation to coexistence with them. Not only can the distinctions be found in the value systems or family ways, but also in education and communication forms. This paper focuses on the integration of foreigners or immigrants into a new society. At the same time, success depends not only on the above-mentioned circumstances.

Intercultural social problems. The concept of an intercultural or multicultural society first appeared in Switzerland in 1957 and in Germany in the late 1980s. An intercultural society is made up of different nations, cultures, origins, religions, races and languages. Unfortunately, the concept of an intercultural society is too often assimilated with an ideal unattainable in reality. The reason is that the coexistence of a large number of different cultures in such a society essentially increases the risk of conflicts because of cultural misunderstanding and rejection. The traditional conservative policy often tries to ignore these features of an intercultural society. The Austrian and British philosopher of the XX century K.R. Popper speaks about a *closed* and *open* society [1]. The stereotype of an intercultural society as a *danger* or a *threat* [2] is rather wide-spread.

The problems connected with the adoption of the concept of an intercultural society are numerous. The most important ones are economic, cultural and political. The one often discussed is a lack of living space for immigrants. Typically, immigrants do not have any education and are low-paid. Ignorance of language and cultural distinctions from the host country seem to aggravate the problem. A lot of conflicts arise because of religious disputes. All of these factors predetermine a negative context for the next generations of migrants.

Intercultural communication. Intercultural communication means the social interaction of different cultures. These cultures can be represented by both individuals and organisations, social groups, schools, associations, societies and even states. Culture is a set of factors giving a sense and value to human coexistence in a society. It includes religion, social and cultural values, art, education and science [3]. Culture and social development influence each other. However, people often have a lot of prejudices and stereotypes [4]. For example, at the first meeting with a Japanese person, a European can be astonished by his restraint in his expression of wishes and opinions. However, when a Japanese person says, «Please come round and see me», he actually means, «You are quite a good guy» [6]. It is not only a foreign language that matters here, but also metasenses because even the simplest words, such as a *table*, will produce different images in people of different cultures: a Russian will imagine a round

wooden table on four legs with tea cups, while a French person will see a glass table on one leg with plants. Knowledge of cultural distinctions facilitates intercultural communication.

Language education. An important factor in successful public integration is education, including primary, general, secondary and higher. It contributes to professional and personal success. It is very difficult for child immigrants to integrate into the school system of the host country. The most serious difficulty is the language of the country. A Czech proverb says, «As many languages you speak, as many people you are». There are different language programs and colloquial courses of foreign languages for foreign families. Higher educational institutions can study new specialities, e.g. Intercultural Communication etc. Foreign languages can be studied with different styles and strategies of learning [6]. Knowledge of foreign languages expands our professional abilities and self-realisation. Admittedly, intercultural communication of partners from different cultures is improving. Sometimes, a serious problem is the lack of teachers of foreign languages at educational establishments.

In the Czech Republic, as well as in other European countries, such as Germany, Slovakia, Austria, the foreign (English) language begins being taught at the age of 8 (3 years of primary school). A second foreign language is optional.

Conclusion. The development of an intercultural society necessitates the upbringing of its members as citizens of the world able to speak the languages of other people to establish mutual understanding. The recent increase in the interest to foreign languages should be supported at all educational institutions, including grammar schools, lyceums, colleges, and schools with profound studying of foreign languages. At the lessons, it is necessary to discuss a lot of problems arising in connection with immigration. Here again, school education plays a critical part. An important precondition of successful integration is that people stop understanding integration as a *threat* to their existence but as a social *enrichment*.

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TO THE NEW PARADIGM OF LIFELONG EDUCATION

Kh. F. Rashidov

1. When we refer to the educational system, which is organically included into the structure of the social and cultural system, we imagine this social institution as a certain active system, the form of activity of which coincides with the activities of constituent elements of the educational process [3]. This interdependent activity determines the fundamental basis of the educational process with the potential for continuous historical formation of personalities. Any given integrated system is always continuous. When continuity stops, the system ceases to exist. The same thing happens when one part of the whole is separated from the whole. Individual characteristics of one part of the whole are expressed only within the whole and function according to the logic of this whole. We should take this into account when we refer to “education for all” and “lifelong education” within the structure of the social and cultural system [1]. That is why principles of organization, modeling and management of the educational system may be considered within the context of the inherent social and cultural system, within which all elements of the educational system function, i.e. any educational system shall be based on the logical principle of dialectics of “the part and the whole in their entirety”. This principle is clearly seen in the purposes of the educational system.

2. The educational system shall have the status of a didactic system, and for this purpose it should meet the requirements of real life itself, real life in its essence. This problem is focused not only on development of knowledge about the essence of humans' personality, but also on real-life requirements. At the present time, in the course of solving organizational and didactical problems focused on modernization of the educational system, it is essential to take into account that in the course of empirical generalization of the existing educational system we bring to light only those principles that have been already laid down as a foundation of the educational system. New things always look like divergence from a standard. In this context there is a need for theoretical elaboration of its fundamentals [2]. Thus, there are two interconnected directions of educational activity in the educational environment: development of a specialist, and formation of a personality. In real practice, such aspects can be both directly opposed, and directly aligned. In order to unite the dialectics of these opposed aspects in the educational process it is necessary to clearly understand each of these aspects. Focus on development of a personality in the educational process requires knowledge of not only what the personality is, but also to what extent and by which factors it is determined in the selected forms of preparation of a specific specialist. Of course, each specific job preparation is also a condition for specific forms of social existence. If together with its product, technology and techniques it is perceived as an end of itself, a person becomes an instrument of his or her own life. So, the target of pedagogy is to penetrate into human personality through the content of a specific subject, creating the universal capability to learn each subject based on understanding of the structure of activities in any thematic field. The specific nature of professional activity is the specific nature of its subject. Whatever specific nature the subject has, if there is a universal form assigned by an individual, the subject one way or

another becomes the object of the individual's theoretical and intellectual activities. In order to organize such a process it is necessary to understand the creative process in its essence, as well as in educational activities.

3. Each specialist in each activity, no matter how specific and problem-oriented it is, must overcome its narrow limits in the changing conditions of the social and cultural system in general. Actually, any process of "crossing" the established limits is a creative work, i.e. creative work in the form of mutual cooperation of a student and teacher. The subject of creative work here covers his or her own capabilities. Development of a creative and research-based attitude is the central point for development of a personality in the educational process. That is why creative work is an attributive characteristic of a personality. The integrity of personality development in the educational process is materialized only as an active and creative attitude to the world; that is why it can only be realized in cooperation with other people. Nowadays, when knowledge on a subject can be easily gained from books and electronic media, a teacher must become a specialist capable of understanding the overall means of development of any competency, and consequently, develop relevant necessary competences of a student. Here we can see the problem in the educational system. Namely, in order to bring education to a certain level of quality, we need specialists with a relevant level of professional knowledge, i.e. knowledge of a specific subject, the logic of which the teacher explains to the student. The teacher must also understand the logics of the pedagogy subject. In this case several important problems can be solved which are necessary for development of the human personality, and first of all, development of the universal capabilities of a personality, making it possible to develop competences of the educational activity subject. The problem of personal identity, as well as integrity of the educational process, may not be solved without the contradictory search for the meaning and means of its representation. At the same time one cannot think that today's new and neoteric ideas give us the answers. Alas, they are often generated by trivial consciousness, and where there is no understanding, we can hardly seriously talk about the scientific character of the educational process and the ability to build a man of integrity. Production of a universal capability requires a set of measures focused on the transformation of today's widespread forms of educational practice. First of all, they include: (a) introduction into the educational environment of educational content, which, in fact, represents universal forms within the relevant scope of activity; (b) preparation of pedagogical staff capable of representing this content adequately in the developing educational environment; (c) focus on different independent forms in actively developing educational environment; (d) expansion and maximum reinforcement of the content of the educational environment taking into account today's new information technologies.

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MODELING OF A METASYSTEM FOR LIFELONG EDUCATION FOR TEACHERS IN THE MODERN DAY

G. A. Rudik

A modern model of the lifelong education metasystem (LEM) for teachers was designed with regard to the joint synergetic interaction between the culture of globalism and scientific exploration of the world (by philosophy, psychology, physiology, education science and management), resulting in a new synergetic world vision based on multiple dimensions, stochastic determinism, self-organization and complex hierarchy. Fig. 1 represents the suggested model of LEM for teachers, which allows them to define and visualize its framework, outlined by global education, with Einstein's time and space theory [19], Capra's "web of life" [5], historical and evolutionary analysis, and Santiago's cognitive approach, using metasystem thinking and multidimensional modeling technique.

The LEM model made it possible to specify the *external* and *internal* framework of lifelong education for teachers as well as an occupational image of teachers in the period of globalization, which make it possible to describe and design a teacher's lifelong education.

The LEM external framework is a triangle pyramid with the apex "Teacher's occupational image" and a triangle base with the apexes "*Life*", "*Education*" and "*Economy*". All vertices are in the "Globalization" field and are defined by a phenomenological study approach. Vertices can be briefly described as:

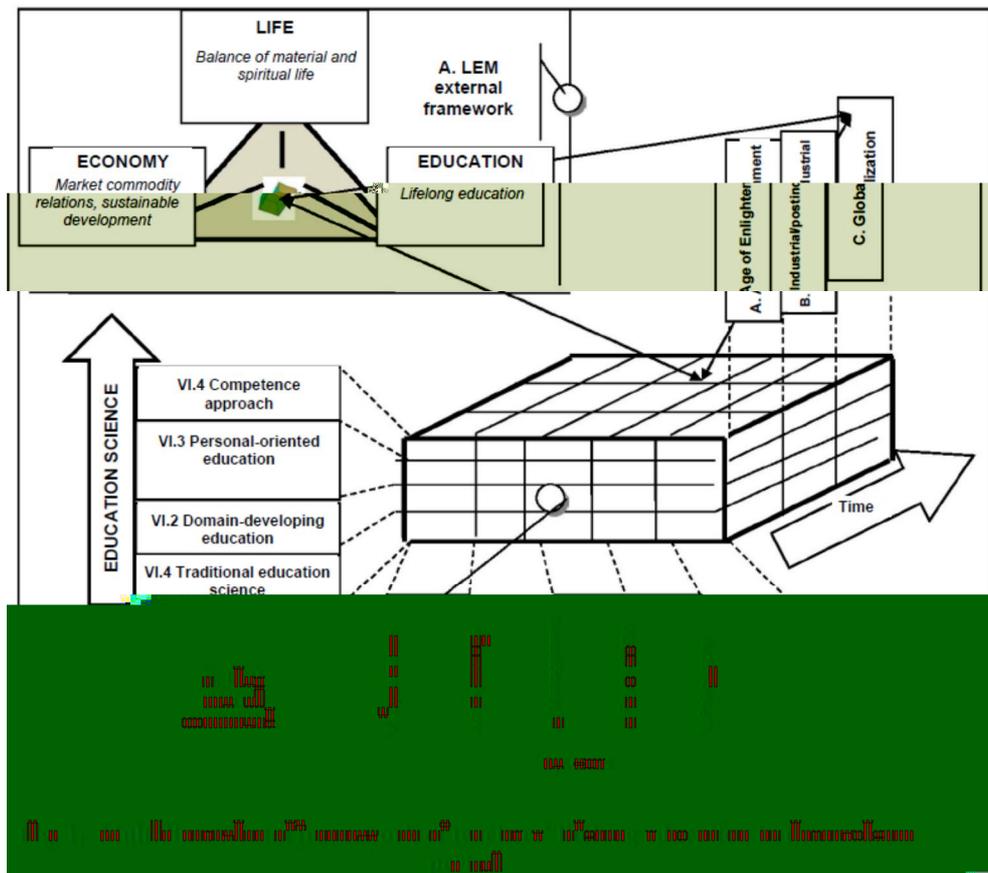
(a) *life*. Modern researchers [2; 9] have specified new value qualities of "*life*" in the globalization period (environmental responsibility, global/social justice; "Think globally", "Act locally", etc.;

(b) *education*. Harold Titus has remarked: "an education incapable of paying attention to fundamental matters of human life – meaning of life, nature of truth, beauty and justice... is very inferior" [16]. Mandatory qualification components are: relevant general education, wide professional training and high level of culture and technology, ability to rapidly update and reinforce knowledge;

(c) *economy*. To train an expert who suits the modern labor markets' demands, education must focus at forming personal qualities which can be a part of professional competence given these qualities create a potential for personal sustainability in conditions of technological changes which cause changes in competence [11; 21; 22].

LEM internal framework is a multidimensional model in the form of the cube "Teacher's occupational image" (TOI) based on scientific knowledge by historical and evolutionary analysis with the following attributes: (a) "time" field – Age of Enlightenment, industrial and postindustrial periods [8] and globalization [13]; (b) "systems" field based on the analysis of progress in other sciences – philosophy, psychology, management, physiology and cybernetics; (c) "education science" field – traditional education science [7], domain-developing education [15], personal-oriented education [17] and competence approach in education science [6].

The framework of the “systems” field in the time domain “Globalization” are represented in a two-axis plane with the corresponding resultants: (a) “globalization – philosophy”, a resultant defined by postmodernism [4; 24]; (b) “globalization – psychology”, a resultant defined by ecological development theory [26] and quantum psychology [12]; (c) “globalization – management”, resultants defined by strategic and innovation management of knowledge [3; 14]; (d) “globalization – physiology”, a resultant defined by domination of neuron complex of conscious over subconscious [23]; and (e) “globalization – cybernetics”, a resultant based on opinions of many researchers in various countries [1; 10; 18], and is clearly stated by the Canadian theorist Arthur Kroker: “virtualization contains potential for new anthropology, new liberty, and a new ideal which is an inspiring value set for many today for the future” [25].



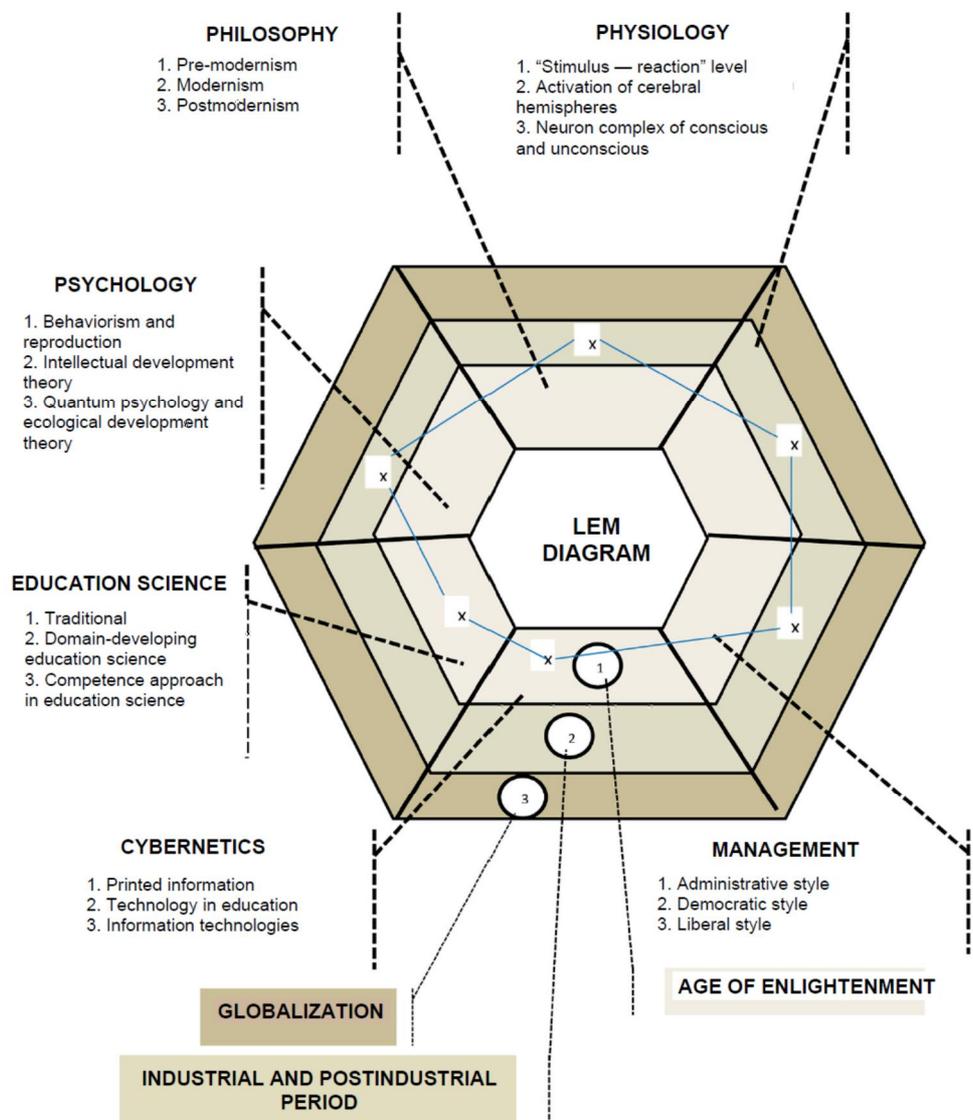


Fig. 2. Personal LEM diagram of an X teacher

A multifunctional LEM diagram is created (see Fig. 2) with the above-stated theoretical assumptions. On one hand, the diagram allows managers of educational institutions to identify realia / make a self-audit and elaborate a modern development strategy for educational institutions, while, on the other hand, every teacher can define his or her own "weak spots" to develop a personal project in professional advancement according to the spirit of the time and the school's strategy.

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INNOVATIVE DEVELOPMENT STRATEGIES IN THE HIGHER EDUCATION OF FOREIGN COUNTRIES

**A. K. Kusainov
D. S. Kusainova**

The success of all-European integration and orientation towards innovative development dictates a necessity to study the experience of the formation of a single educational space as a basic element of the innovative mechanism of the EU economy. The urgency of studying the regularities, tools and mechanisms of this process is also stipulated by a necessity to find out if they could be efficiently used in the development of the educational system of the Republic of Kazakhstan. Research of the whole range of the mechanisms used to stimulate innovations on the basis of a multilevel approach has revealed that the macro-level, regional and local government mostly applies legislative, financial, infrastructural, social and economic mechanisms to stimulate the introduction of innovations. Let us describe the mechanisms of implementation of innovations in the educational systems of different countries.

Legislative mechanisms assume the adoption of respective acts on taxation, credit policy, standardization, metrology, certification, institutional transformation policy, product quality and service control, resource-saving, environmental protection, statistical reporting, unfair competition suppression, intellectual property protection etc.

A number of European countries are taking measures on the accurate differentiation of functions and responsibilities between different levels of education management on the legislative basis: nation-wide, regional, municipal and institutional [1]. Analysis of the experience of the USA has shown that the innovative leadership of the USA is first of all explained by the establishment of an efficient mechanism of economic and legal stimulation of innovations, and its skilful application in state policy [2]. Small- and medium-size innovative business is not paid much attention, while the basic mechanisms of the American innovative policy are as follows: (a) state expert appraisal of innovative projects aimed at the appraisal of probable effects on the general economic scale; (b) active participation of the state in the financing of large-scale projects (US\$ 300-500 million.) up to full state funding of the most efficient and hi-tech research; (c) stimulation of establishment of venture funds by partial or full funding of the most efficient research centres and venture firms over the first years of their existence; (d) toughening of antimonopoly measures against the firms preventing competition in hi-tech areas. One more efficient mechanism of the American innovative policy is its research and development system.

Financial mechanisms are mechanisms of generation and use both on-and off-budget sources to implement innovative projects and programs; mechanisms of insurance of financial risks, creation of innovative banks, venture funds and other mechanisms. Use of these mechanisms means financing of the most significant

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GHYHORSPHQW USLODOWFB EHWZHHQ WKH VWDLQHLDRG WKH XQ
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VHOHFWLRQ RI LQQRYDWLYH SURMHFWV DQG SURJUDPV HVV
UHVHDFK SODQGLSDQFH FHQWUHV DQG RWHQHUVWQXFWXUDO
WKH LQQRYDWLYH SROLF\ RI PDQ\ IRUHLJQ FRXQWULHV WHQG
XQGHUVWRRG DV JURXS\ RI LQWHUFRQQHFHWG FRPSDQLHV FR
VSHFLDOLVHG PDQVHFWXBRGW DQGLVHUYLPH SURYLGHUV ILU
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SHUVRQQHO LV FRQQHFHWG ZLWK LWV FUHDWLYH QDWXUH ZK
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RI WKHP SBRDQWRLW\ WR ZRUN RQ WKHLU LGHDV RQ D URXWL
ZLWKLQ WKH VFRSH RI WKH JHQHUDLQDZFWLNLWUW BHWKHRSUDDQ
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internal motivation and higher labour efficiency. Reasonable and sound education of creative needs is supported by the expansion of pro-active jobs as a moral incentive. Therefore, some employees are necessarily encouraged by inclusion of pro-active subjects/projects they put forward into the plan.

Having analysed the innovative development strategies, we identified the following four aspects of their implementation mechanisms: (1) legal, (2) financial, (3) infrastructural and (4) social-and-economic. Moreover, we cannot rule out existence of other implementation mechanisms in the case of the involvement of some particular phenomena or processes in the educational system of this or another state.

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EXPERIENCE OF SOLVING PROBLEMS OF HIGHER EDUCATION AMID THE GLOBAL FINANCIAL AND ECONOMIC CRISIS

L. I. Antoshkina

In a number of our papers we have proved that the social-economic superiority of the so-called First World countries has been achieved primarily due to the priority consolidation and development of the systems of continuous reproduction of their intellectual potential. This policy of theirs has not undergone any conceptual changes amid the financial-economic crisis. In contrast to such a policy, countries with an underdeveloped, de-regulated economy use the crisis as a reason for cutting the already meager state support of scientific and educational institutions as it is, with gross interference in the activities of the institutions that have found their niche on the market of educational and scientific services over the years of independence, that continue their work not owing to but despite the actions of governmental structures, that make their contribution to training of the staff of the modern market formation.

Thus, the problem is that there are diametrically opposite approaches of the state to systems of science and education in the world (what is meant here is the real policy rather than declarations, of course). Analyzing the role and condition of science in the First World countries, we should not sidestep the gnoseological roots of science as a special phenomenon unquestioned in its specific meaning for the contemporary society, whatever its financial-economic dimension is. Both in the periods of normal evolutionary development and in the periods of crisis upheavals, advanced countries do not sing praises to science for great achievements or make a show in its honor (although it is widely practiced in the countries far from being trouble-free in the form of mass media campaigns with top executives showing off in the role of benefactors of science, awarding scientists) or filibuster science or blame it for the dire state of economy. Awards (including the most prestigious ones) are given with the minimum participation of the authorities, but with the widest participation of scientists themselves and the public, which worthily marks recognition of evolution in the development of science. It is common practice, however, to relate economic failures in these countries to the poor work of the authorities and politicians who failed to make the best use of the scientific potential or improperly distributed public resources, and, therefore, science did not think of (did not work out, did not propose) recommendations that would have allowed avoiding failures.

Science is a special sphere of realization of a specialized intellect. Science is a sphere of the highest possible level of self-management simultaneously being under the closest public control (the latter is especially noticeable in the sphere of education where the role and opinion of parents and the public are indisputable). It is this strict and impartial public control that allows science to avoid corporate self-limitedness, and always have an orientation towards solving vital tasks. In order to correspond to this "social contract" to the maximum, a scientist must to be a focused professional capable of deep insight in the subject. This condition is the basis of the system of higher education that has long and unambiguously resolved the problem of focused specialization that was under discussion in post-Soviet countries for such a

long time. A bachelor in Ukraine, that is the basic “higher” education, is an amorphous category, its bearer being forced to think for many years about what to do with it and how to adapt it professionally. Focused specialization is concrete education, immediate readiness to work in a particular professional sphere with a very short adaptation period, which is achieved thanks to communicative skills acquired at a higher educational institution. It is this quality of higher education in American universities that is highly valued both by its own business and science as well as foreign ones.

Managers of any company pay more attention not to the technical skills, but rather to the so-called soft skills, that is the aspects that characterize an employee as a personality: the skill of speaking, the skill of communicating, the skill of building relations. Most interviewed executives consider that training an employee in technical skills of performing any work is much easier than training in interactive skills. A poll of more than three hundred office managers and about four hundred managers of personnel departments conducted by OfficeTeam, HR.com and the International Association of Office Workers (IAOW) has shown that 67% of them prefer employing those having well developed communicative skills with relatively weak technical skills, and only 9% are committed to the reverse principle [1]. Based on the polls of 1990, 1996 and 2007, the relevant research organization Accountemps has outlined the following trend: in the previous years the respondents spoke in favor of humanitarian specialties, while in recent years they have started preferring Business Management as the most promising specialty for career development. In such polls, respondents are often requested to check especially important personal skills for a successful career. One of the recent polls showed the following results [1]. Such skills cannot be given by a higher educational institution alone. This is recognized by companies’ executives extending their employees’ possibilities to attend meetings, conferences and to improve their qualification at special courses [1].

Thus, we can claim that the high costs of conducting various sociological studies in problems of higher education and science by specialized centers including many authoritative centers throughout the world (for example, Forbes, U.S. News & World Report, Accountemps, Bloomberg, etc.) are justified by important educational results positively orienting people. At the same time, higher educational institutions themselves are involved in vigorous information activity and some of them even have a regular broadcasting time at local television channels.

In the midst of the financial-economic crisis, many “unranked” higher educational institutions (that is those with the exception of approximately the 50 best and richest ones, or about 8% of the total number of USA universities) faced the problem of a possible outflow of some part of students from not rich families due to the difficulties of tuition payment in late 2008 – early 2009, that is in the middle of the academic year. Such a possibility was certainly foreseen during budgeting of state higher educational institutions. However, apart from the federal center and states, the work of colleges and universities is almost 50% financed by business, private foundations, guardian councils, individual sponsors, the church, certain organizations (banks, for example) of counties, municipalities and other communities, the revenues of which were unexpectedly badly affected by the crisis.

For example, as far back as the first half of 2008, 60 private credit funds in the USA provided student loans to the amount of 19 bln. USD per year. By the end of

2008, 39 funds stopped crediting, while the remaining ones intend to toughen the crediting terms [11]. Some part of the benefactors (both organizations and individuals) lost a considerable part (or completely all) of their fortune due to failures of banks and insurance companies, as well as due to financial frauds of “unexpectedly” exposed swindlers. Thus, there were obvious prerequisites for a blow to the hopes of at least 5 mln. students (out of 20 mln. in the country) for receiving higher education. This has not yet happened though, however, and in this connection some explanation is necessary.

Formally there is no free higher education in the USA; however, there are a lot of legislative regulations and rules that make it free, when applied. For example, if the annual income of the student's family is below the poverty line of about 60 ths. USD, if the student belongs to the disability category, that is the student is physically (not mentally!) challenged, if a young man in the Armed Forces took part in combat operations outside the country, etc. Higher educational institutions themselves may release a student from tuition fees for particular academic and scientific achievements, or for useful public activity.

All of these regulations and possibilities were used under more actively than before the new conditions, and the problem of preserving the enrollment of both state and private higher educational institutions has been reduced to an uncritical level. The logic of the actions of the state and the public in the crisis for Ukrainian realities may seem surprising and even incredible: if a young person has gone through a rigorous competitive selection and, consequently, has a high level of intellect, it is absolutely unreasonable for the person himself and for the country to deprive him of the possibility to complete education due to his current lack of money.

An interesting but purely market-related specific feature of tuition fees in US higher educational institutions is that the higher the university's ranking, the higher the tuition fee. Despite the high price of education, the leaders of these universities and colleges explain the exorbitantly high enrollment competition by the wide opportunities for receiving generous scholarships and other forms of financial support rendered by universities to their students [3].

Despite having its own problems, business has demonstrated an increasingly keen understanding of the problems of higher educational institutions. The Chicago Tribune edition [4] has given a list of funds and companies that have donated money for research activities, grants and scholarships: the University of Chicago has received 18 mln. USD for genetic research from public and private funds. Such mass charitable enthusiasm indicates the high level of public interest in the prosperity of higher education as a source of special pride of Americans. Development of the base of higher education in the USA alongside with the use of internal factors is often related to more active encouragement of scientific immigration. The author of the monograph [5] calls such immigration “America's secret weapon”. The population of the country is growing quite fast due to immigration. It is clear that no country in the world can prevent America from “skimming the cream off” scientific immigration. However, the tragedy for many countries is that they either actually encourage this emigration or they don't care at all about the brain drain problem. The results of a sociological survey of Ukrainian students conducted by the State Institute of Family and Youth Development have shown that half of those interviewed are not sure whether they will find a job after graduation, and about 30% want to go abroad due to

difficulties, or because they cannot fully realize their potential at home. Another 25% would like to go abroad to earn money. The permanent kind of the policy aimed at actually driving educated young people out of the country has been confirmed in the plans of the Ukrainian government to increase the tuition fee in higher educational institutions by 37.8% compared to 2008 [6]. It appears that the economy will not get a new replenishment in place of specialists intending to leave the country, as studies at higher educational institutions will become unaffordable for many young people.

It is common knowledge that the financial and economic crisis has affected all countries of the world to a greater or lesser degree. The experience of the First World countries has shown that the priority measures for economic recovery are preservation of the economic status of education and science. It would be naïve to think that such measures proceed from altruism, and ideas of social charity. In reality they are the implementation of a highly well-grounded economic policy aimed at maintaining these countries leading role in the world.

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DEVELOPMENT OF A PERSON'S SOCIAL INTELLECT IN POST-NON-CLASSICAL PSYCHOLOGY

E. Z. Ivashkevich

Post-non-classical psychology, which is oriented at studies of personality formation and development, its system of values and concepts, a person's cognitive processes and intellect (including social), requires as a paradigm the acceptance of rationally oriented intellectual culture as one of the most essential achievements of humankind. Therefore, on a practical level, post-non-classical psychology assumes the ultimate use of this resource which is represented by balanced interaction with social entities and cultural elements. We see the solution of this issue as being very relevant because of the tasks posed before mankind in terms of sustainable development. Principally, these are new values of education. They are studied in post-non-classical psychology which deals with issue of ethic behavior. Being one of the most contradictory in the humanities for centuries, this branch has recently acquired momentum for development, research and thorough elaboration due to the creation of so-called formal models designed for application in psychology and, primarily, in its post-non-classical branch.

Post-non-classical psychology is focused on identification of essential differences in functions of perceived senses of objects and their meanings. According to G.A. Ball, a person needs perceived senses for cognitive orientation in reality. The better rendered senses of some objects represent their state, and the better the anticipated meanings forecast the future situation, the more advanced this orientation is, serving as a precondition for a more successful achievement of goals set by a person [1]. As for meanings, A. A. Leontyev indicated their general function: they provide value orientation in motivation scenarios, i. e. what particular aims a person shall pursue and what volume of personal resources shall be spent on their achievement [4]. The last statement makes the issue of moral foundations of lifelong education relevant, as a result of which the issue of the development of a person's social intellect is important as well.

We shall hereby describe some conceptions of social intellect. In N. Cantor's conception, social intellect is considered as a cognitive competence which allows people perceiving events and objects with a greater level of unexpectedness and maximal profit for themselves. According to the researcher, the cognitive substructure of a person's mind is defined as a collection of declarative and procedural knowledge (which simultaneously relate to factual knowledge). A person uses the latter in interpretation of texts, events, planning for the future, and daily life. Naturally, these images and feelings as well as the rules of interpretation for texts, events, activity and behavior compose a cognitive substructure of personality to which social intellect can also be pertained. At the same time, the dynamics of use of social intellect enable a person to ultimately adapt to his or her environment. The researcher indicates general substantial elements of intellect, namely: the ability to solve practical tasks, the ability for verbal perception and reproduction of reality, social and communicative competences. Therefore,

N. Cantor considers social intellect, on the one hand, to be a structure responsible for integrity of factual knowledge and information (which are used for solving various situations, problems and tasks in daily life) while on the other hand, social intellect is regarded as a human ability to fully comprehend the decisions he or she makes [6, p. 464].

The concept of “unconscious conclusions” by G. Gelmgoltz is important for solving the problem we stated in this report. This concept states that psychic acts of visual perception, as well as intellectual processes, end with a conclusion about those objects perceived directly. Sensations, being messages for our conscious, become fully comprehended through a person’s intellectual activity and, in particular, social intellect. If a message is understood by a person intuitively only at the perception level, then, according to G. Gelmgoltz, such understanding shall be considered as “a false inductive conclusion” or, as we mentioned it previously, “an unconscious conclusion”, by virtue only that such a conclusion is not by any means a result of logical operations. G. Gelmgoltz indicates that an “unconscious conclusion” is inherently a simultaneous process, but the simultaneous effect of recognized perception is prepared by a person’s unconscious [3, p. 33–34]. In this case, according to G. Gelmgoltz, a person perceives a particular object, yet does not perform intellectual activity to understand it, and our perception in this case is fully meaningful thanks to social intellect. At the same time, the “unconscious conclusion” directly transforms into a logical conclusion which is interpreted into “conscious language” due to a person’s social intellect. In other words, genesis of perceptions is not conscious. Conclusion based on a person’s mnemonic experience which drives a person to understanding of reality is subject to apprehension [2, p. 138–140].

We believe that social intellect includes declarative and operative (procedural) knowledge which is applied by a person in real life for interpretation of events, plan-making and forecasting of daily actions as well as professional situations. These images, personal reminiscences and interpretation rules constitute a cognitive substructure of social intellect. Mnemonic substructure is composed of acquired experience while empathic substructure is formed by a person’s ability to use anticipation to solve various issues in social life.

C. Rogers also speaks of the formation of social intellect in psychological trainings. According to C. Rogers, during psychotherapy, perception includes 7 stages. As a rule, at the 1st stage feelings and deep personal meanings are not apprehended. No problem is considered either. At the 2nd stage a person does not feel personal responsibility for solving his or her own issues. At the same time, a person demonstrates some feelings which are not fully conscious. The 3rd stage is characterized by a person describing feelings and personal meanings which he / she would like to experience at the moment (but is not experiencing). At the 4th stage, contradictions between existential and acquired personal experiences are apprehended. The feeling of responsibility for problem-solving appears, yet it is not stable. At the 5th stage, the feelings which appear are conscious, however, their non-compliance to the previously acquired experience is also perceived. At the 6th stage, the issue and one’s own ego are further perceived. According to C. Rogers, this ego is the feeling itself in this context. At the 7th stage, any feeling becomes a process dependent on social intellect that allows a person to efficiently solve the

set problems and tasks [5]. We believe these 7 stages of development of social intellect allows us to consider this phenomena as the most important element of a person's lifestyle, as well as social regulation of a person's professional activity, which is unconditionally determinant for realization of lifelong education.

That said, many issues are still not fully studied in psychology. For example, the question of the effect of social intellect on the formation of personal intellectual gifts is arguable in psychology. Some authors believe that the level of one's development of social intellect does not influence whether a person is gifted or not. We believe that these categories certainly have a direct correlation, and its scope shall be studied in our next empirical research projects.

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LIFELONG EDUCATION AMID GLOBALISATION

O. L. Petrenko

Globalisation means deeper and wider cooperation between countries and people. It is contributed to by modern communication media, viz. the Internet. The most important manifestations of globalisation are: (a) world production development, (b) world exchange and internationalisation, (c) international labour division intensification, (d) development of new links between countries.

The creation of a common international space is impossible without the exchange of knowledge. An important part in this process is played by lifelong education. In addition, lifelong education contributes to mutual understanding between countries. Information integration of the world facilitates a technological transfer and adoption of foreign management experience. The European Union Lifelong Education Memorandum notes that a successful transition to knowledge-based economy and society can only go against the background of lifelong education. Knowledge, as well as motivation to its regular updating, and the skills necessary for that, become a determiner of competitiveness and an effective labour market. According to the Council of Europe Committee for Education, today's world generates a number of factors aggravating the discrepancy between the abilities of the educational structures and the demand of the society, including: (a) the impossibility to predict the skills and knowledge which will be strongly sought-for by present young people in 10-15 years; (b) the problems connected with maintenance of high labour-market mobility, which is necessary to involve the able-bodied population into global international economic processes etc.

Lifelong education can both smooth globalisation over and develop it in the right direction. Doing this requires integration of lifelong education with the national the na

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LIFELONG EDUCATION AND SPECIFIC FEATURES OF ITS DEVELOPMENT IN UKRAINE

**. D. Gurova
L. I. Pronkina**

Lifelong education is not a development stage of the educational system. Rather, it is a necessary integral part of the process of the integration of science, education and production. The most dynamically developing countries are focused on the development of the national educational system. In this context, all forms of training and advanced training of staff that are closely related to knowledge-intensive production become important, which makes the process of lifelong education even more intensive. Development and diversification of educational services in addition to the basic school and higher education is one of the purposes of lifelong education. There are also other important preconditions for development of the lifelong education system: developed staff planning at a company level; state finance; a favorable tax policy and legislative support of the new forms of cooperation of science, education and production.

In Article 53 of the Constitution of Ukraine it is stated that the government guarantees all citizens free education. However, according to the statistical data, the number of students studying on a contractual basis, as compared to the number of students that receive state-financed educational services, increases on an annual basis. According to the information of the Ministry of Education of Ukraine, during the period from 2005 to 2011, the total number of budget-financed places at higher educational establishments decreased from 351,000 down to 182,000. In 2012 approximately 60% of students studied on a contractual basis. For economies in transition, the large-scale shortage of financial resources of the population and acute differentiation of income limits wide-scale access to education.

The government, which is able to create a successfully functioning educational system, should be responsible for preparation of staff and allocating investments for its development. Article 61 of the Law of Ukraine on Education determines the necessary level of budgetary provisions for education in the amount of not less than 10% of gross domestic product (GDP). According to the data contained in the International Report Concerning Education, the share of state expenses for education in Ukraine has been recently maintained at a level close to 6% of GDP and is quite comparable with indices of the developed Western European countries and North American countries. Thus, in the EU countries, which have set the target of becoming a "society of knowledge", these provisions equal 3% of GDP, while in the USA expenses for education are 6-7% of GDP. Expenses of the Ukrainian state budget for education increased during a period of 5 years by 3 times (from 9.9 billion UAH in 2005 up to 28.8 UAH in 2010). In 2012, total expenses for education were 6.5% of GDP, as compared to almost 7% in 2011. With GDP of 900 billion UAH, such a lack of financing is evaluated at a level of 3.6 billion UAH. The ratio of expenses of the consolidated budget of 2013 for

education as a percentage of GDP should be 5.5%, which, as compared to 2012, will increase expenses for education by 7 billion UAH. However, more than 90% of state investments in education are allocated for payment of salary, scholarship, and utility bills. Only 0.5% of annual budget provisions are spent for material and technical support of educational institutions.

The cyclic path of the Ukrainian system of education is another problem. Higher educational establishments give their graduates a good package of theoretical knowledge and a minimum package of practical skills, which does not allow a graduate to start specific practical work in one's professional field at once. In the current situation it is important for the future students not only to have deep knowledge and fundamental theoretical training, but also a creative approach to their use in practical life. Consequently, it is important to change the paradigm of relations between companies and educational institutions. Nowadays, employers fairly submit high requirements to the level of preparation of graduates. They (the employers) should have the right to articulate their wishes, to take an active part in discussion of standards and educational programs.

At the same time, it is really important to make businesses be partially responsible for payment of expenses related to training of staff. In order to encourage the employers to take part in training and employment of specialists, we propose making amendments and addenda to the economic and tax codes, to release the employers for the period of three years from making obligatory social contributions for salary of graduates of the educational establishments, who are working in their professional field, to introduce preferential tax treatment for entities of economic activity that provide the bases for practical work placements of students of higher educational institutions. A system of education which is not related to production cannot prepare specialists suitable for practical work. So, there is an acute need for development of the system of support of graduates, which means not only constant contacts with them and tracing their career development, but also developing special forms of giving additional skills and knowledge to them. This may be organized in the form of additional training at an enterprise or at a higher educational establishment by order of a company, or a transitional stage for inclusion into a job or internship at a future job place, or retraining in a certain (previously chosen) area.

Development of the lifelong education system is based on two interrelated tendencies: penetration of the production area into the area of basic preparation, and vice versa, penetration of education into the production process. The distinction is eliminated between different stages of the educational process. It is especially difficult to define the border between basic education and advanced training. In particular, at a large enterprise students (workers), who have good general education (school of higher) preparation, since the very beginning should be involved in the process of interchange of the short-term periods of professional training and labor activities (with relevant change of job places), gradually passing into the system of advanced training. This means that a company becomes responsible for a considerable part of the educational process integrated with the production area, and the educational system becomes only responsible for general education.

In today's system of economic activities, educational establishments should bear more responsibility for the quality of the educational services provided, for observation of the educational system by state management standards. Ukraine has developed higher education standards. The new generation of the regulatory and educational and methodological documents is based on the results of study and forecasting of the structure of social and production activities of specialists taking into account the requirements of the labor market. Implementation of the state standards makes it possible to preserve the unified educational environment, and to achieve the best level of regulation of activities at a higher educational institution, however, it does not solve the problem of the order of priorities of programs of preparation of junior specialists and bachelors. A lack of agreement between these standards does not allow persons with a degree of junior specialist to continue their education according to the approved state program. It is only possible to receive the next level of education according to the so-called "reduced" program, which is developed by a higher educational institution. Regulations on the educational and qualification level only guarantee that the period of preparation of students under the educational and qualification level of a bachelor shall be reduced by one – two years. This helps to make a conclusion about the different quality of preparation of bachelors based on complete general secondary education and based on a level of a junior specialist, and thus, the need for development of additional state educational standards.

Implementation of the main provisions of the Bologna Declaration, based on the lifelong education principle, will facilitate improvement of its quality in Ukraine. That is why principles of the Bologna Declaration, taking into account their complexity and doubts, should be the guiding principles for development of the state educational policy, the strategy of further development of education in the country. Affiliating Ukraine with the Bologna process became an important factor of modernization of higher education. In this context, quality becomes a long-term purpose for educational institutions that wish to make their offers in the field of the educational services a real value for citizens. In its turn, it sets new requirements for the educational services, and the need to reform them based on lifelong education.

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SOCIAL-HUMANITIES EDUCATION AND CULTURAL-EDUCATIONAL SYNTHESIS

M. I. Vishnevsky

Social-humanities education is a necessary component both of general secondary and vocational education. Philosophy as a subject has a special place in the system of higher education. Philosophical knowledge in all its entirety offers to man a non-dogmatic vision of the world. Assimilation of this knowledge helps to overcome the nonreflectedness of the ordinary world outlook and the one-sidedness of a narrow professional position.

The historical diversity of systems and ideas in philosophy shows that theoretical world outlook, and this is what philosophy is, depends on the life position of its subjects and undergoes changes with changes of the social-cultural circumstances. The fundamental kinship of structures of human existence ensures a more or less clear perception of the diversity of the theoretical and world outlook concepts and ideas by people receiving an education in philosophy. These concepts and ideas are actualized in culture as a certain *self-differentiated unity*, even if the character of this unity has not received a consistent notional disclosure. The inevitable disputes between creators of philosophical systems or supporters of relevant schools are superimposed by the externally undistinguished but quite significant intellectual movement. The point is that the culture of this society is formed and shaped by the sufficiently wide consensus regarding the issue of which world outlook ideas and concepts are the most interesting, promising ones and, therefore, especially worthy of attention at the moment even if they diverge. This movement has some integrative potential as the consensus expressed by them is related not just to the development of philosophy. The origins and forms of their manifestation are broader. They can be seen in the changing image of human existence in the world that has established itself in culture and, nevertheless, has some successive specific features. This image is basically spontaneously formed in the process of people's everyday practical life that is the primary reality of everyone. It is in this reality, eventually, that philosophical, scientific, religious, political, artistic and other images and ideas claiming to reveal genuine existence through their special means are to be applied. P. Berger and T. Lukman characterize these special above-ordinary worlds as "final fields of meanings" [1; also see 4]. Their finiteness means that it is impossible to live in them in the full sense of this word as all basic processes of human life have a form of everyday routine.

Great philosophical systems are known to have claimed comprehensive solution of fundamental problems of the world outlook; however, these problems proved to be really eternal and inexhaustible. Nevertheless, as development of culture shows, some provisions and conclusions of classical systems of philosophy have independent significance going beyond the framework of some single theoretical and world outlook area or movement. They sometimes express quite widely discussed and almost generally recognized items of interconnection between the man and the surrounding world. *The cultural-educational philosophical synthesis* [2; 3] performed on the basis of awareness of the in-depth, substantive

unity of human existence in the world does not directly lead to building of a new integral philosophical system. Its task is not so ambitious although no less responsible in the social-cultural aspect. It primarily involves creation of an adequate image of philosophy as an academic subject and as a phenomenon of modern culture connecting the diverse and mutually supplementing theoretical and world outlook positions. The knowledge helps to develop a productive personal world outlook adequate to the difficulties, challenges and hopes of our time.

The cultural-educational synthesis is principally important both for building of a university course in philosophy and for the entire educational activity in general. Education is a fundamental form of connection between different levels and forms of culture. It connects, in particular, the culture of everyday life and the most diverse forms of specialized professional culture. Educators make focused efforts to reveal the life significance of the content offered by them, to make it more understandable and convincing, to turn the unusual (unordinary) characteristic of it into something as close as possible to schoolchildren's everyday life. The emerging complex of problems can be solved by the specific method of designing the cultural-educational synthesis to ensure formation of education content adequate to the present tasks at all its stages and in all its sections. The common source of this content is culture in all its entirety and diversity of manifestations. It can be applied to every level of education (preschool, primary school, secondary, and higher) by selection through cultural-educational synthesis of certain achievements of culture, the assimilation of which corresponds to the age-related specific features of learners and enables the forming personality to move to the next stage in its formation and development.

Thus, we will define *cultural-educational synthesis* as connection to some subject, to a block of academic subjects or even the entire educational program, referring a certain level of educational activity to a pedagogically substantiated integrity. Considering the continuity of the social-humanities education at school and in higher educational institutions let us analyze some specific features of implementation of the cultural-educational synthesis here. First and foremost, we would like to note that attainment of a certain independence by economic, political, legal and social sciences as well as pedagogics, psychology, culturology, religious studies and other branches of social-humanities by their isolation from philosophy has occurred comparatively recently by historical measures. Specialists can rightly conclude that their isolation was largely quite effective. However, this also resulted in an unusually growing complexity and mosaic character, a nonuniformity of the aggregate picture of social life created by these sciences. There was a danger of "not seeing the woods for the trees", of losing the convincing general understanding of social-cultural processes. The public faced the task of building a comprehensive integral picture of the life of society and man that would be convincing and fruitful in the life-practical respect on the basis of a vast mass of social-humanities sciences. Solution of this problem is especially complicated at the level of the secondary school, its students having rather limited life experience and general cultural background. The systems of theoretical notions developed in sciences about man and society are often unclear for schoolchildren and uninteresting. Therefore, it is necessary to proceed from their already available image of existence and experience of self-cognition thematizing and stagewise, tactfully and correctly problematizing this one and that one with support from

thoroughly selected and pedagogically processed materials of the relevant sciences. Modern schoolchildren already have the chaos of diverse information borrowed from the Internet and other sources. It is necessary to help them transform this chaos into a reasoned order meeting the tasks of a productive world outlook and life-practical orientation.

Introduction of scientific theses and ideas into the content of school social-humanities education must be subordinated to this fundamental task. The example of philosophy especially clearly shows that the attempts to make systemic study of it at school generally mandatory are foredoomed to failure. At the same time individual philosophical theses can and must be included into school programs. Conventionally speaking, this is “the general philosophy” that represents a certain variety of philosophical ideas and conclusions primarily characterized by “popularity” (adaptedness for wide use) as well as priority applied orientation. Such philosophical conclusions can be drawn from consideration of issues of economics, politics and the social life of the society bringing together different sections of school social science.

There are other tasks at the level of higher education. Pursuit of popularity and general accessibility can only discredit social-humanities education placing it into the section of nonstrict talks on various topics. The scientific frame of higher social-humanities education is to be preserved although one has to refuse orientation to the encyclopedic completeness of revealing the content of the relevant sciences. The specific feature of the cultural-educational synthesis at this level of education is primarily related to overcoming the actually available dissociation of the subjects of the social-humanities cycle. In the conditions of lack of general educational ideological dogma, the role of responsible world outlook dialog relies on knowledge of the basic philosophical tradition manifesting its influence on development of all social-humanities sciences. Identification and discussion of the philosophical ideas significant for them is a good starting point for search for a constructive consensus inside the professional community of social and humanities scientists as well as for search for ways of improving social-humanities education in higher educational institutions. Representatives of economic, sociological, politological, pedagogical and other sciences as well as philosophers can be united by the common concern for the future of their country, their people and the future of the mankind. Specialization of the general educational social-humanities cycle with account taken of the specific tasks for training of specialists also has a certain integrative potential.

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MAIN DIRECTIONS OF STATE POLICY IN MANAGEMENT OF THE LIFELONG EDUCATION SYSTEM

. E. Suleymankadieva

Analysis of the lifelong education system aggregate potential based on: (a) evaluation of the efficiency of the accumulated knowledge; (b) research of influence of external effects, such as knowledge and innovative determinants, on the economy of the country; (c) study of special literature on these problems [4-7, etc.], study of statutes and other regulatory documents [1-3] made it possible to make the following conclusions: first of all, today's Russian system of education (first of all, secondary-level and higher professional education) in the context of its continuity is characterized by low values of composite indices of accumulation of new knowledge, which results in its lagging behind the lifelong education of economically developed European countries; secondly, the economic system of Russia is characterized by a low rate and speed of the use of new knowledge in the real sector, which results in lagging of the Russian economy behind the progressive European economic systems; thirdly, the intensively developing economy of knowledge determines main directions of development of countries (first of all, well-developed countries), has an impact upon other economies of the world, and consequently, puts the requirements and dictates conditions of their development; fourthly, such a situation results in a decrease of the level of competitiveness of the national economy, and consequently, is a reason of loss of the role of the scientific (including innovative) leadership in the international economic arena; fifthly, in view of the increase of the interdisciplinary and trans-disciplinary character of many knowledge-intensive innovations, the role of lifelong education has increased considerably. Nowadays, an educational institution (in particular, systems of higher and vocational secondary education) is not only the "site" of transfer of knowledge to students, but also is a copartner in the process of creation and implementation of the new scientific ideas and knowledge.

On the one hand, the educational system should actively participate, together with the scientific and research centers, in the process of creation of new knowledge, and on the other hand, it should implement joint scientific and research projects together with commercial production. The system of lifelong education, as an intermediary member in triad «Lifelong Science System – Lifelong Education System – Real Economy System» (hereinafter "LSS – LES – RES"), has a serious task to accelerate the process of accumulation and use of new knowledge. In solving this problem the government, in our opinion, must play a leading role. In view of the above, we think it expedient to determine the main directions of the state policy in the field of management of LES in triad "LSS – LES – RES"):

First of all, transformation of education, integration of the lifelong education system and lifelong science system in the triad "LSS – LES – RES", on the one hand, and strengthening of interconnection of LES with the real sector. We believe that for the purpose of creation of an innovative, knowledge-intensive economy, the government needs to provide for close cooperation of the scientific, educational

and economic systems of the triad, and to create the scientific and educational and scientific and technical alliances where the system of lifelong education will play the most important role, because this is a linking member in the triad. In our opinion, on the one hand, it is expedient to strengthen the scientific and research component in the lifelong education system, to create and strengthen the status of a scientific and educational sector, to consider this sector not only as a member that transfers knowledge. On the other hand, LES must be closely connected with the real sector of the economy, where all the accumulated knowledge should be used, transformed and translated by carriers of knowledge to the real sector. We believe that this will allow the government to concentrate all its efforts and resources on all directions starting from the fundamental and research work, through the applied, design and technological developments, up to production and implementation of the innovative products and services and assimilation of new niches of the market economy. LES must be very sensitive and meet all the requirements of the changing economy¹;

Secondly, to encourage scientists and teachers: (a) who actively use the innovative technologies in their practical work; (b) who have knowledge and can present lectures in foreign languages and use works of the foreign authors in foreign languages in their scientific and pedagogical practice; (c) who can develop and update new curriculums in innovative subjects; (d) who participate in different innovative scientific and educational projects; (e) who actively upgrade the level of their qualification in Russia and abroad;

Thirdly, to encourage educational institutions (higher educational institutions, institutions) involved in entrepreneurial activities that actively transform the results of their scientific work into industrial innovations and commercialize them;

Fourthly, the intensive development of communications, development of international cooperation and exchange of scientific and educational and scientific and innovative experience. This direction includes: (a) activation of the international exchange of potential teachers and scientists who are able to receive the useful experience of the innovative development abroad and use in it the context of the Russian economy; (b) use of the economic and non-economic methods of encouragement of scientists and teachers, who have many publications in national and foreign periodical editions and whose works are actively cited by other authors;

Fifthly, development of national innovative projects in the area of education, for example, in the system of higher professional education (HPE). Expansion of the diversity of projects with the purpose of encouragement of teachers of different age for participation in the projects. At the present time, such competitions are organized in the educational system for the best work-improvement solutions of

¹ In view of the above, it is necessary: to determine the types of knowledge and skills which are the most in demanded in the market and by businesses; to update knowledge and cardinally change the educational programs under the influence of external factors, such as impact of knowledge upon the national economy; to develop innovative information and communication technologies used in the educational process; to improve the scientific and methodological support; to change the form of organization of the educational process and content of the disciplines and curriculums; to update the educational standards and competences, disciplines and to improve the system of training and retraining of staff, content and structure off the advanced training programs and additional professional education, etc.;

social and economic problems of the national economy or at the regional level. However, there is still an insufficient number of such projects for activation of participation of the scientific and the teaching staff in them.

In development of partnership relations between LES and business structures, we should note that the government should encourage this cooperation using the system of tax and non-tax benefits for organizations–participants of the scientific and educational and production cluster. It is necessary to increase the number of work placements of students to commercial organizations starting from the first year of their study at a higher educational institution, to encourage joint participation of students, teachers and business structures in the scientific research and development work (for example, applied work, which is demanded and implemented in the commercial structures) and in creation of small innovative structures inside the higher educational institutions, where students may undertake awareness-rising, production and economic internship, and teachers can restore or study the new knowledge and get practical skills in the area of organization of business, which are important in the process of education, etc.

Thus, in today's conditions of globalization, when it is a time of the run-out of stock of economic growth opportunities, there is a need to switch to economy-based knowledge. In such case, the lifelong education system becomes an important factor of new knowledge buildup and its translation to the real economy sector for conversion of such knowledge into new goods and services, since the quality and efficiency of work of this system has an impact upon the efficiency of implementation of the received knowledge by users in production, the real sector, and service industry. That is why the government needs to carry out adequate and continuous policy of state support and participation in activity of the triad "LSS – LES – RES" taking into account the specific character of the market system mechanism.

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THEORETICAL AND METHODOLOGICAL FRAMEWORK FOR DEVELOPMENT OF LIFELONG ECONOMIC EDUCATION

. G. Sergeeva

Systemic changes have been started in Russian education. These changes focus on making sure that Russian education suits the requirements of both the innovative economy and society's needs. The priority areas of these changes are focused on bringing the content and structure of professional training of staff into conformity with the current requirements of the labor market for the purpose of improving the accessibility of high-quality education under conditions of "lifelong" education.

As a result of the transition of the country to the market economy, there is a great need in the economic training of specialists who can work successfully in the new social and economic environment and adapt quickly to the changing market conditions. This task can be solved by means of continuous economic education, which is affected by two main groups of factors: 1. *Social and economic environment* (decrease of the number of non-qualified and low-qualified personnel; structural changes in the labor field; change of demand on the part of the government; the person itself, the labor market and the service industries; deficit of time and material resources of a person; 2. *Social and pedagogical terms and conditions* (focus on education and self-education during one's whole life; building lifelong economic education on a fundamental basis; multiple-level system of the economic education; variability of educational programs; readiness of a person to be socially dynamic; variability of the structure and level of preparation of specialists; adaptability of levels of education).

In the course of our research work we have found the reasons and circumstances for the active interest of domestic pedagogical science and practice to the problems of economic education: the urgent need for development and transition of the economy to a higher level; the need to develop economic ties and economic training of participants in the economic processes. A retrospective analysis of the main stages of development of economic concepts in Russia, mentioned by A.S. Bulatov, also made it possible to detect the theoretical background of modern economic education: (a) multiple patterns of development of the economics of Russia determined by continuous expansion of its territorial borders that resulted in the foundation of the largest Eurasian state; (b) existence of national economic schools, where absolutely new relations of the government and society were developed, independent of Western countries; (c) nationwide orientation towards the principle of unity of economic education and upbringing, which provided for preparation of specialists with high qualifications. That said, the framework for competitiveness, economic growth and efficiency of the national economy was built not thanks to equipment and production stocks, but rather thanks to personnel, the national, or Russian "capital"; (d) influence of Orthodox culture as a bearer of the historical memory of the nation upon the system of ideas and values, and for determining and choosing the economic way of thinking;

(e) economic life of Russian society, including the relations that arise between all its members in the course of production, distribution, exchange and consumption of material values, even if not everybody participates directly in production relations; (f) stage-by-stage development of modern economic thinking, which has encouraged the emergence of new area in economic science – “Economics” at micro- and macro-levels.

In our research work, *lifelong economic education* means part of lifelong education focused on preparation of a competitive specialist who is in demand on the labor market in the conditions of the market-type economy, as well as development of the economic competences of such a specialist in the course of training and education according to the profiles of training at different levels of professional training. Economic education is focused on development of the economic competences (key competences, professional and additional competences), while economic upbringing is focused on: development of the economic way of thinking; development of commercial skills of an economically competent person; accumulation of knowledge in the field of economics, national economy, and taxation. In the current context, preparation of content of training at professional educational institutions of different levels is made on the basis of a competence-based approach. The continuity of the economic education of students is achieved due to step-by-step pedagogical process that provide for a switch from one stage of education to another, where each step retains key attributes of education: succession and universality, which makes it possible to preserve the integrity of education. We may believe that continuity of economic education determines the form and structure of the constructed pedagogical system of education of an intellectually developed person, taking into account psychological and age particularities, and succession and universality – its content. Lifelong economic education, as a system of transfer of economic knowledge, skills and competencies to students of different levels of professional training, suggests interconnection, interdependency and consistency of its elements.

Independently of education levels, we've singled out the levels of lifelong economic education: the basic level, professional level, and additional level, which suggests that the system of lifelong economic education shall be internally differentiated, including different levels of professional training. Each component of the lifelong economic education system must be relatively independent and integral, which ensures that after finishing education at this level, students will be able to fulfill certain labor activities and occupy relevant positions. The purpose of basic economic education is to develop knowledge and motives of competent consumption behavior in the conditions of the market economy, and to develop differentiated basic knowledge in economics for the purpose of its use in everyday life. The purpose of the professional level of economic education is to prepare students for occupation at several ordinary positions that require professional economic competences (table-keepers, technicians, task setters, secretaries, etc.). The purpose of the additional level of economic education is to prepare graduates for direct practical economic activities within the context of a creative approach in the fields of marketing, advertising, commercial operations, analysis of companies' economic activities, detecting growth reserves, preparing plans and forecasts; generating efficient ideas in non-standard economic situations, and conducting

training activities in the field of economic disciplines, scientific and research activities.

Analysis of federal state educational standards of three generations demonstrated that implementation of the standards of the third generation takes account of the competence-based approach, and is based on: (a) *changes that take place in the labor market* (reorientation of demand for new skills and changes of labor organization; a decrease in demand for non-qualified manual labor; expansion of automated systems of management of productions processes; a decrease of mass production; an increase of individual responsibility of employees for labor quality; organization of activities focused on processes, not operations; upgrade of the level of interaction of employees in the group; blurring of lines between professions); (b) *new requirements for preparation of a specialist* (labor activities shall be focused on processes, not operations; non-technical aspects of labor become essential, such as planning, coordination and communication, making decisions; adaptability as a key indicator of the quality of preparation of a specialist); (c) *competence-based model of a graduate* of a professional education institution, a congruently developed structure of economic competence, containing seven blocks of competences (educational, personal, intellectual, professional, communicative, information and economic competences); (d) *mechanisms of interaction between the labor market and educational services market* at different levels (federal and regional) of management, which suggests implementation of state policy in the field of professional education and training of staff; providing the necessary number of specialists of demanded profiles and qualifications for the labor market taking into account the main tendencies of the strategic development of the regional economy; quick adaptation of professional training and retraining institutions to changes in the labor market, strengthening the staff potential, professional mobility and competitiveness of the employees.

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INCREASING THE EFFECTIVENESS OF TEACHING THROUGH STUDENTS LEARNING STYLES' IDENTIFICATION

A. Tatarintseva

Introduction. Modern higher schools should provide equal opportunities for students to realize their potential. Changeable needs and expectations of society require new patterns of teaching and learning. Faced with different students' cognitive abilities, needs, goals, the variety of demands of the Labour Market to the individuals' ability to function well in a knowledge and business society, lecturers experience a strong need for the teaching effectiveness increase. It requires deep knowledge of our students' individual differences, difficulties in acquiring knowledge, their different approaches to learning. The majority of teaching instructions at higher schools are carried out by means of lectures and discussions, accordingly reading and writing – by means of visual materials. The 85% of lecturers are analytics, who teach analytically. Thus, higher schools need the curriculum for the development of students with tactile and

Some of learning style elements remain stable in individuals, (the time of day preferences, persistence, responsibility), while other elements tend to be changed.

Gadwa&Griggs(1995),Dunn(1998)determine three types of students at higher schools:1.the gifted(and talented),2.traditional students,3.the dropouts.

Teaching the Gifted (and Talented). Educators place high priority on the realization of giftedness. The gifted are those individuals whose attainments in a specific socially valuable domain are extraordinary(Milgram,2000). Efforts should be made to differentiate what and how is taught to the gifted in terms of special interests, abilities, their unconventional learning styles. Highly motivated students have a strong drive which propels them towards tasks fulfillment. Correlational studies (Cross, 1992; Griggs &Price, 1990) reveal a positive relationship between a high level of Self-motivation and giftedness of students in comparison to non-gifted ones.Field-dependent students show increased motivation in competitive situations, whereas field-independent students are not motivated by a competition (Bolosofsky, 2010). The author believes, when given a task to complete, students vary in terms of their level of persistence, some students resign when difficulties appear, others work through all obstacles.The gifted and talented tend to be much more persistent than non-gifted students (Griggs&Price,1990). White(2000) found a positive relationship between levels of responsibility and conformity, there was a strong element of conformity in responsibility.Thus,students conformed to higher school's demands were viewed as highly responsible,whereas those who were non-conformists could be perceived as low on responsibility. Hudes&Siegler (2007) found significant relationships among giftedness, achievements, and the Self-concept of students. Students with the high Self-concept tended to be high achievers and gifted, while those with the low Self-concept tended to be low achievers and non-gifted. A lot of researchers investigated perceptual strengths of the gifted. Barbe&Milone (2002) found that gifted students had well-developed perceptual canals, they can learn equally well through auditory, visual, tactile, kinesthetic canals. Dunn, Carbo &Burton (2001), Keefe (1999) believe, tactile and kinesthetic modalities are developed initially, followed by visual modalities and lastly auditorymodalities.The preference for a high versus low task's structure is another element distinguished among the gifted and non-gifted students (Griggs, 1994). Dunn&Price (1990) found that the gifted preferred a low structure and flexibility in learning. Lune (1999) found a strong relationship between the students' cognitive development and structure. Students at lower stages of the cognitive development preferred a highly structured learning task, while those at higher stages preferred more flexibility and diversity in learning. Griggs&Price (1990) found, the gifted were highly persistent, more Self-motivated,preferred a quiet learning environment,learning alone. Perrin (2004) reported, when grouped with other gifted students,their true peers, the gifted achieved significantly higher scores on rote memory and problem-solving tasks. The research reveals key learning style preferences of the gifted including: the high level of Self- and field-independence,persistence,motivation,perceptivity, nonconformity in terms of thoughts, attitudes, behaviors. The gifted students' learning is highly correlated with innovations, divergent thinking, creativity (Restak, 2009;Ricca,1993). The author believes, the gifted thrive on projects demanded persistence which implies indefatigability,a long attention span, the ability to sustain interest and involvement

over a period of time, they welcome challenges and complex tasks. Renzulli (2010) claims, the gifted are highly product oriented, they attack a problem and produce a new imaginative product. The curriculum should be focused on the high level of cognitive processing, reasoning, abstract thinking, creative problem solving (Milgram, 2000). Pederson (2004) identified differences in learning styles of the gifted, dropouts, traditional students. She found that five elements of learning style discriminated among three groups including intake, tactual preferences, authority figures present, learning alone, responsibility, she suggested that learning style preferences of these three groups of students can become a basis for making teaching instructions.

Teaching The Dropouts. The majority of Latvian higher schools have focused on the dropouts, devised interventions for responding to special needs of this kind of students. Dropping out of higher schools is a complex problem related to a number of factors connected with families, personalities, socioeconomic factors. Gadwa & Griggs (1995), Johnson (2004), reported about such factors addressed to learning style needs of the dropouts as a group:

1. *High Mobility.* In comparison to students remained at higher school, dropouts specify a need for mobility while learning. Fadley & Hosier (2009) believe, such students were often sent to psychologists because of their hyperactivity, lecturers complained these students were unable to sit quietly and pay attention at the lecture. Restak (2009) reported, over 95% of the hyperactives are males, noting that conventional lecture-room environments do not provide male students with sufficient conditions for their movement needs. Milgram (2000), Griggs (1994), the author of this paper (2005) found, students' academic achievements were improved significantly when such students were involved in movement while learning. The research suggest that dropouts as a group need activities-oriented instructions and tasks such as team learning, brainstorming and case study approaches.

2. *Learn in Several Ways.* The dropouts indicate a clear preference for a variety of sociological grouping for learning including independent learning, learning in pairs, with peers, sometimes with the lecturer's presence. The research show improved learning achievements when such students were taught in grouping congruent with their expressed preferences (DeBello, 1995; Perrin, 2004).

3. *Evening Preferences.* Dropout students experience extremely low energy levels early in the mornings but become increasingly energetic towards the afternoon. Dunn (1998), the author of this paper (2005) found that higher school underachievers who preferred learning in the afternoon but had been assigned to morning classes, became more motivated, demonstrated improved achievements when they attended the afternoon classes. Lunn (1999), Milgram (2000) found that accomodating time preference was a crucial factor among higher school dropouts.

4. *Perceptual Preferences.* The dropouts are significantly more visual, tactual, and kinesthetic than traditional students, they learn better through reading, speaking, hands-on learning experiences and activities-oriented approaches.

5. *Light.* Students who drop out of higher school tend to reject bright light, by preferring either dim or moderate illumination. Light may actually deter learning achievements.

6. *Motivation.* The research found that dropouts were significantly less motivated about learning (Griggs, 1994, Milgram, 2000, Hong, 2008).

The author believes, lecturers are key people in identifying the potential dropouts and should work with students and administration to develop strategies responsive to characteristics and needs of this special kind of students they should have a clear understanding of students' reasons for leaving higher school, thus, lecturers can directly prevent and influence on individual, family's and other factors associated with dropping out.

7. *Personal Factors.* The lecturer's early identification of the potential dropouts is crucial, cumulative effects of the student's low Self-esteem, feelings of alienation, a low aspirational level could be determined in order to provide a supportive system to such students.

8. *Family's Factors.* The author believes that in the case of high-risk students there is an urgent need for improved connections with their families. The task of a lecturer is to direct the value system of parents to prevent their adult children's apathy towards education.

9. *Learning Factors.* A lecturer should recognize that students prefer to learn in different ways. The research (Milgram, 2000; Tatarintseva, 2005) indicate, the dropouts are distinguishable as a group on some learning style variables. The students' learning style preferences should be diagnosed (Tatarintseva, 2005) and provisions for such learning preferences should be made at any higher school. The author believes, students' learning preferences should be congruent with strategies used by a lecturer. The fact that dropout students prefer to learn with peers rather than alone indicates that small group projects with interdependent tasks are preferable to individual homework assignments. The educational system should be responsive to the dropouts. Gadwa&Griggs (2005) believe, almost a half of the high-risk students dropped out of higher school two or more times. Each time they reenrolled with a strong desire to succeed but didn't know how to resolve the same problems. That is why, the lecturer's energy should be directed towards developing a more individualized and flexible learning environment by assisting high-risk students with their immediate problems. A high dropouts' rate at higher schools should be reduced through combined efforts of a higher school, family, society.

Teaching Traditional Students. Methods of teaching traditional students were investigated by many researchers, that is why recommendations for teaching such students are in a brief outline here. Higher school students are predominantly at the fifth stage of the development – adolescence. This stage is characterized by the heightened sensitivity to the peer approval. A student is among needs to be a conformist, to behave, think like peers, and a need to develop own individuality and uniqueness. Such a student begins to think about the world in new ways which have profound implications for teaching and learning. The student's intellectual development results in the ability to conceptualize, be engaged in inductive and deductive reasoning, evaluate Self, people, things, solve problems, be aware of own learning style and the positive relationship among learning style and achievements in learning. Lecturers should help students to determine their learning style preferences through the Learning Style Preference Questionnaire (Tatarintseva, 2005), know their perceptual strengths and reinforce new information through these strengths (Pavio, 1986).

Conclusion. The proposed research provides lecturers with information how to diagnose individual learning style preferences and accommodate them

accordingly. Adjusting students' learning approaches to teaching involves: assessing a learning style of each student; identifying students' needs for grouping according to sociological preferences, perceptual strengths, and structure preferences. Implementing the learning style approach in teaching and learning results in: (a) improved academic achievements of students, because they have the possibility to perceive new information through their primary sensory canal and deliberately reinforce it through the secondary sensory canal; (b) more positive attitudes towards learning, a subject, a higher school; (c) increased motivation (Tatarintseva, 2005). The learning style approach places more responsibility on students as well as on lecturers who can use students' individual strengths to adapt them to teaching and learning techniques. This approach increases the possibility for students' successful Self-direct learning included a choice of different materials, methods, variative learning tasks and a way of information perception according to individual students' learning style.

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**PROFESSIONAL COMPETENCIES
AND RELATED PSYCHOLOGICAL
FACTORS (INDICATORS)
IN THE LIFELONG EDUCATION SYSTEM**

Y. A. Chitaeva

Modern industrial society requires that individuals be well organized, prompt, capable of planning and solving various problems, ready for continuous change and able to master new knowledge, skills and practical experience necessary for both their career and social life. Vocational education should be focused on a continuous system of education, where the main idea and purpose is that individuals should develop for their own and society's benefit on a continuous basis throughout their life. The term "lifelong education" may be regarded as education pursued through life as and when required. Today, lifelong education is a set of government, private and other institutions which provide consistency in organization and content, succession and interrelation between all links of primary, secondary and higher vocational education, retraining and improvement of skills for each person taking into account the present and future social and economic demands and personal educational goals and capabilities.

The development of a lifelong education system in modern society is driven, on the one hand, by the need to create an environment for building flexible educational paths to ensure responsiveness of the education system to the dynamically changing needs of a person, society and the economy. On the other hand it is about developing competent specialists. Lifelong education is a basis for the development of human capital in the transition to an innovation economy, enabling the continuous development of this capital and, more importantly, planning this development. Lifelong education can be planned as part of a prospective analysis of professionally significant competencies on the labor market. The transition to lifelong education is driven by deep structural change in the field of employment that urges society to improve its professional mobility.

Competence is the integrated ability of an individual to achieve a definite result, understand their needs, realize and set a goal as the desired result, possess knowledge as a means of transforming situations, an ability to act in a goal-oriented way, and monitor and adjust one's acts. Competencies are sometimes referred to as factors, parameters, criteria or characteristics. Competencies are not knowledge, skills/abilities or motives, but rather learned strategies of mastering activity and self-regulation by an individual in learning activity. Key competencies are the product of education comprised of learned methods to solve tasks that are common for all professional fields and related to abilities to interact with others, cooperate, work with information, etc. One of the components of key competencies is professional competencies. Professional competencies indicate that graduates are prepared to perform a specific professional activity at a certain level of execution. Their essence is being reliable and able to carry out professional activities successfully and flawlessly. Professional competencies are developed through incremental learning of: (a) multi-professional competencies (a set of

universal professional competences identified in an industry or across industries depending on the circumstances); (b) common professional competencies (comprising necessary components of the professional profile that constitute the "common denominator" for a group of professions); and (c) special competencies (reflecting the specifics of a specific profession and defining one of the possible paths in developing a professional and qualified worker or specialist).

In accordance with the definition of "professional competencies", we can identify their related psychological factors (indicators) as follows: (a) *readiness for professional activity* defined as a psychic state, pre-start activation of an individual involving the realization of goals, assessment of available conditions, defining the most probable course of action, etc.; (b) *professional interests* (external expression of what happens in the motivational sphere: motivations, goals, meanings, emotions, aspirations, etc.). Professional interests appear at the stage of choosing a profession, meaning a selective activity with respect to a desired profession; (c) *professional focus* (an integral characteristic of the motivation of professional activity which is also determined by all incentives in the motivational sphere and especially reflected in interests, attitudes and focused efforts); (d) *satisfaction with professional activity* (defined by relationships between the level of aspirations, the nature of motivations and actual success in professional activity); and (e) *professional abilities* (psychological characteristic of a personality that distinguish one person from others, meet the requirements of the particular professional activity, and serve as a prerequisite for a person's professional success).

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LIFELONG EDUCATION AS A FACTOR OF INTEGRATION OF THE SOCIAL SPACE

S. A. Ivanov

The problem of integration of the social space, the creation of a unified educational cultural and information space in a vast country, is one of today's most important problems, on the solution of which depends the economic stability of Russian society as a whole. The structural shifts that have occurred in the economy since the beginning of the 90s as well as the demographic shrinkage and the deformation of the settlement systems have negatively affected the characteristics of social space and the availability of high-quality social services, including the educational system. A modern, efficiently functioning system of lifelong education that would offer people the opportunity to develop their professional knowledge, skills and competencies, as a basis for improving the quality of human capital, could become a factor in the integration of the social and, especially, educational environment of the country and its regions.

No wonder that the Strategy of Innovative Development of the Russian Federation until 2020 emphasizes that the successful modernization of the country requires "the formation of an integrated system of lifelong education that meets the requirements of an innovation economy, and the creation of incentives and conditions for continuing training and retraining of all the economically active population"¹.

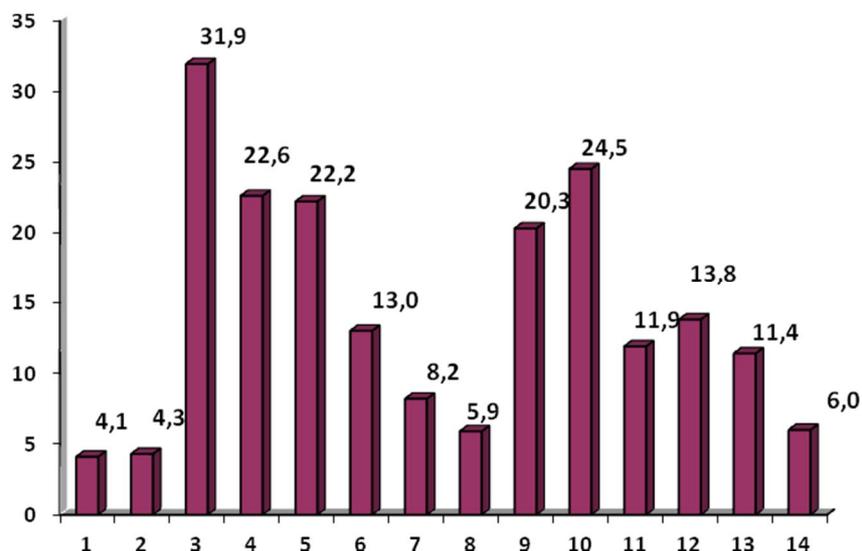
The exceptional importance of a lifelong education system has been acknowledged in Europe long ago. The defining moment in the development of a lifelong learning strategy in the countries of the European Union was the summit held in Lisbon in March 2000. It was there, when a conclusion was made that a successful transition to a society and economy based on knowledge should be accompanied by a process of lifelong learning. The main idea of this approach lies in the fact that lifelong learning should be regarded not only as one of aspects of the educational system, but as a fundamental principle of the development of human resources and society as a whole and that "lifelong learning should be the main political program of civil society, social cohesion and employment"².

Analysis of the development of the lifelong education system in the Russian Federation indicates that the process is on the way in general, but its intensity varies among different types of economic activity. Thus, according to the state statistics of 2010, the highest share of workers that received additional professional training out of the total number of employees was recorded in the "mining" sector (31,9 %). The workers of the following sectors were quite actively receiving additional training: "finance" (24,5 %), "processing industries" (22,6 %), "electrical power, gas and water production and distribution" (22,2 %).

¹ Стратегия инновационного развития Российской Федерации на период до 2020 года. Утверждена распоряжением Правительства Российской Федерации от 8 декабря 2011 г. № 2227-р, с. 40.

² European Council Presidency Conclusions, Лиссабон, 23-24 марта 2000, параграфы 5, 24 и 25, стр. 2 и 8; European Council Presidency Conclusions, Санта Мария да Фейра, 19-20 июня 2000, параграф 33, с. 6.

At the same time the lifelong learning system is quite slowly developing in agriculture, restaurant and hospitality business, wholesale and retail trade, and fish farming and fishing (see Figure 1).



1	agriculture, hunting and forestry	8	hotels and restaurants
2	fish farming and fishing	9	transport and communications
3	mining	10	financial activities
4	processing industries	11	real estate operations, rent and services
5	electrical power, gas and water production and distribution	12	education
6	construction	13	healthcare and social services
7	wholesale and retail trade; repair of cars, motorbikes, household goods and personal articles	14	other communal, social and personal services
Source: Education in the Russian Federation: 2012: collected works, Moscow: National Research University Higher School of Economics, 2012. P. 423			

Fig. 1. The share of workers who received additional professional training (in total number of employees in 2010 by types of economic activity)

Analysis of lifelong education development in a spatial aspect shows that one of the factors that affect the availability of the services of this system to the people is the nature of their settlement, i.e., the place of residence and the dependence on a particular type of settlement. In particular, the proportion of people attending any courses, or being involved in other forms of additional education, is almost two times higher among urban residents than among rural residents (3,4 % and 1,9 % respectively). Plus, as a rule, the larger the town, the higher the probability that its residents will have the opportunity to take advantage of the lifelong education system to improve qualification or to attend courses of additional education, etc. (Figure 2.)

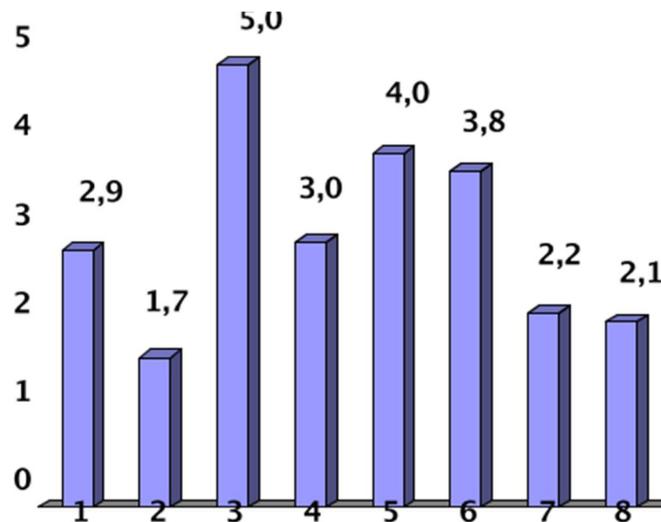


Fig. 2. The share of people receiving additional education in Russia by types of locality (at the age of 15 and older)

1	towns with population of less than 50 thous. people
2	towns with population of 50.0 – 99.9 thous. people
3	towns with population of 100.0 - 249.9 thous. people
4	towns with population of 250.0 - 499.9 thous. people
5	towns with population of 500.0 - 999.9 thous. people
6	towns with population of 1 million and more
7	rural settlements with population of 201 – 1000 people
8	rural settlements with population of 1001 - 5000 people
9	rural settlements with population of more than 5000 people
Source: Federal State Statistics Service // Integrated Survey of Living Conditions of the Population [Electronic resource] Access mode: http://www.gks.ru/free_doc/new_site/KOUZ/survey0/index.html . Access date: 05.03.2013	

Thus, the development of the lifelong education system in the small towns with population of less than 100 thousand people and rural settlements can become one of the factors of integration of educational space as an essential part of the overall social space and of rapprochement of the different level localities through the accessibility of educational services and opportunities to improve qualification and acquire new professions.

In other words, the system of lifelong education should not become just an instrument of labor potential formation with its required set of skills and characteristics, but also a factor of sustainable social development of the country, of reproduction of human capital as a strategic goal of modernization of Russian society.

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CREATION OF A QUALITY MANAGEMENT SYSTEM OF THE CITY NETWORK OF SECONDARY VOCATIONAL EDUCATIONAL INSTITUTIONS

I. A. Artemiev

An essential factor determining the processes of renovating the system of national vocational education is international cooperation. The scale of reforming and modernization of educational systems and the creation of new social and economic conditions for functioning of vocational educational institutions has aggravated the problems of ensuring and forecasting the quality of the provided educational and other services. Today vocational educational institutions are in a situation of permanent development, constantly updating the content of the basic educational programs, extending the range of educational services and introducing new educational technologies. In this connection the need for development of standard structures, mechanisms and procedures ensuring quality of educational services has become relevant. This problem is especially acute for institutions of the system of vocational education.

The needs of the capital city's education that became the basis for development of the innovative project of creating a quality management system are related to the necessity for increased efficiency of the activities of educational institutions in ensuring the needs of citizens and the society for state services in the education sphere, which presupposes: (a) improvement of the procedure of providing state services and performing state functions in the education sphere; (b) creation of mechanisms for increasing efficiency of budget expenditures in the education sphere; (c) increasing management quality in the education sphere, including improvement of the system of information and expert-analytical support of the decisions made; (d) wider participation of citizens, organizations and institutions of the civil society in procedures of formation, expert appraisal and control of the decisions made; (e) formation of the infrastructure of innovative activity, updating and dissemination of knowledge in the education sphere; (f) development of cooperation of the Moscow education system with subjects of the Russian Federation, foreign countries and international organizations, national and international positioning, etc..

The objective of the project is increasing the quality of training of the highly qualified labour force and middle specialists in demand by the Moscow economy through creation of a system of education quality management in educational institutions of secondary vocational education (hereinafter SVE) within the jurisdiction of the Moscow Department for Education. Implementation of the innovative project demanded solution of the following tasks: (1) popularization of the ISO 9001:2008 quality management system as a reliable instrument of training a highly qualified workforce in demand on the labour market (at least at SVE of Moscow); (2) organization and conduct of meetings with executives and teaching staff – participants of the network of innovative sites responsible for implementation of the program of the –

seminars for working groups of SVE on creation of a quality management system; (4) provision of methodological and consulting assistance by the teaching staff – participants of the network of innovative sites; (5) creation of quality management systems at SVE (at least 9 SVE in Moscow) with involvement of the resources of the International Standardization and Certification Center; (6) information support of Moscow SVE activity for creation of the ISO 9001:2008 quality management system.

The radical change of the social-economic conditions of the educational environment of Moscow demands new decisions with regard to designing quality management systems of vocational educational institutions and regard for new approaches to assessment of the quality of education as a result of activities and as a process aimed at achievement of the planned results. In this connection the content of the term “education quality” requires identification of a clear line between the process and the result, differentiation of levels of education and differentiation of requirements for quality on the part of consumers and customers of educational services. The existing forms of achieving the quality ensure the minimum permissible level of quality of educational services. Separate divisions created at educational institutions fail to use the possibilities of quality management in the system organization of educational processes with account for external relations. Under present conditions designing quality management systems of vocational educational institutions demands regard for new approaches in assessment of the quality of education as a result of activities and as a process aimed at achievement of planned results with account taken for the internal potential and external conditions.

Quality management systems of an educational institution must ensure the level of quality of educational services meets the quality requirements of vocational education.

The results of implementation of the innovative project for creating a quality management system were: (a) introduction of effective forms and mechanisms of interaction of the teaching staff of Moscow SVE and participants of the network of innovative sites for implementation of the program of the innovative project; (b) introduction of a package of adapted regulatory documents ensuring activities of the teaching staff of Moscow SVE and participants of the network of innovative sites in the conditions of implementation of the program of the innovative project; (c) increasing motivation and interest of the participants of the network of innovative sites in introduction of the created quality management system in accordance with the requirements of ISO 9001:2008 standard, etc.

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TEACH WHAT WE MEASURE

N. N. Naydyonova

Introduction. When new standards are introduced into educational practice without a thoroughly developed toolkit of measurement of the educational quotient of particular items of the curriculum, a teacher faces a variety of problems: (a) How can a learner be assessed in terms of the new items of the standard if there is no toolkit?(b) How can a generally-oriented curriculum be replaced with one to be measured by the standards?(c) Should the curriculum be left as it is, but lose its measurability? (d) Should the syllabus be adjusted for subjects which can be measured in defiance of the curriculum? (e) Should the curriculum and the syllabus be left as they are, or should much more attention be paid to what is measured?, etc.

There are three ways to resolve this problem: (1) if professional competences are not subject to external assessment (as for example, training in mathematics and Russian for the Uniform State Examination), additional hours will be taken from this reserve. In this case, the teacher can record that lessons are not reduced, even though actually they are. That means that records show a standard curriculum, but actually it is reduced. Then the records of the organisation fully comply with requirements of the supervising bodies; but in this case, both professional competences are rated high and the general level in Mathematics and Russian is also high; (2) you can leave everything as it is; however, secondary education organisations are rated by the Uniform State Examination and professional competences have the same rating; so, if readiness for the Uniform State Examination is low, then the organisation's rating will be low; (3) change everything and co-ordinate it with the supervising organisations, i.e. adjust both the curriculum and the syllabus – but this way is difficult to implement in teaching practice.

A very bright example is a course in mathematics which consists of geometry and algebra. But, if the Uniform State Examination in geometry gives just a few tasks in geometry, while the bulk is in algebra, the teacher of mathematics, having an equal number of hours for algebra and geometry, allocates more time to algebra instead of geometry, despite the record-keeping. Aristotle's words from the title can be modified to meet the subject of this paper as follows: "If you know how to assess, then give marks. If you understand how to assess, teach assessment, not putting marks."

Connection between curricula and assessment. Strategies and assessment targets should be relevant to the goals and the training process. In particular, this correlation should be demonstrated to learners in full, so that they understand the relevance of such measurements. Relevance is understood here as follows: it is necessary for assessments made during the measurement to be proved by further success of the learners. They can successfully pass the Uniform State Examination and enter any university, and not necessarily in the major they acquired at college. Having good marks in professional competences, they can go to the labour market immediately after graduation from college. Every subject is taught as adjusted for what is measured. The assessment toolkit is based on

correspondence between the curriculum and the share of tasks in the respective subject. The toolkit is designed to meet the curriculum. If one issue is to be studied for 5 academic hours and another one for 10 hours, then the measurement toolkit should give twice as many tasks in the second issue than in the first. That is why subject planning of the measurement toolkit is of great importance for integrated measurement of education quality.

Assessment plays an important part in training, both summative and formative, final and recommendatory. The curriculum and the syllabus are correlated with the methods of progress assessment and marks adopted in the educational organisation. In addition, the marks measured play an important part in accreditation of an educational institution, as an integrated measurement of education quality enables assessment and, above all, measurement of the educational results of all subjects and objects of the teaching and educational process. Therefore, the world educational community considers the following to matter as far as importance of assessment is concerned [1; 2; 3]: (a) the standards provide assessment criteria and the limits of their application; (b) curricula and syllabi are always developed to include assessment criteria and conditions; (c) key determinants and training strategies are implemented in the measurement toolkit as much as possible, especially if the teacher applies new training forms; (d) efficient up-to-date teaching aids demand a measurement toolkit to be developed in a way correlating with new educational environments and transparent for different users in the course of training; (e) assessment is closely connected to the training process in theoretical and practical knowledge, with formation of respective competences and based on a constructivist paradigm of education quality measurement; (f) in this paradigm a student is the measurement centre, which enables the student to demonstrate his or her knowledge, abilities and competences within and beyond the curriculum while working with particular real-world problems outside educational situations in the course of training; (g) development of online examination and assessment will increase students' opportunities in the market of educational services because the majority of macroeconomic industries form internal competences for their workers and develop an internal curricula etc. of their own.

World practice of education quality development. As a whole, education development in the 21st century, including education quality assessment, can be represented in four paradigms: (1) *a humanistic paradigm* is, first of all, the refusal of standard curricula. In this case, assessment of results is often done through self-assessment or peer assessment. In any case, this assessment comes with feedback. The teacher is not just a translator of knowledge in the educational process, but an assistant to the student in the course of training. Not only is education quality assessment based on constructivism, but student socialisation is also included into the assessment, which means that there is also social constructivism [4]; (2) *behavioural paradigm* stipulates standard curricula, as well as objective education quality measurement, including a test performance strategy in case of a long integrated toolkit, use of tests and expert assessments in rating. Psychologically, training is mostly aimed at development of associative thinking. [5]; (3) *critical paradigm* of education is based on development of project training, critical analysis and account of social changes in society [6]; (4) while the previous

three paradigms demonstrate the European way of development of education, the *autochthonous paradigm* takes place in those educational systems where European approaches mismatch local customs, for example, in Arab countries. This paradigm develops local pedagogics and the local education quality assessment system. The training process is based on previous knowledge and a syllabus individual for each teacher and student. Education takes place not only within the educational institution or a particular group of students of one speciality, but also outside the institutional framework: outside groups, specialities, faculties or even establishments [7].

Education quality depends on numerous factors and is based on different knowledge, abilities and competences. First of all, professional education quality consists of (a) fusion of external and educational knowledge; (b) practical application of competences; (c) development of critical thinking; (d) development of one's education throughout one's whole life. In addition, we should remember about the social context of education.

Conclusion. Certainly, the training process is connected with measurement, and teachers oftener train better and more in subjects than can be controlled and measured. As far as the current paradigms of education are concerned, we have come to the following conclusions: (1) formal vocational training is no longer limited to the established frameworks of the educational organisation and goes on in parallel or series at particular workplaces, at home, in communities etc. It can now be given by public, private and corporate organisations; (2) there is essential growth not only of formal education, but also self-education both among adults and youth to meet market expectations; (3) teaching professional competences and general literacy should become more flexible in its accessibility and transparency of education quality assessment; (4) development of curricula should also include development of an assessment toolkit known to the student and the teacher beforehand; (5) globalisation affects the contents of education, the training strategy applied, etc.

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**LIFELONG LEARNING
FOR SUSTAINABLE DEVELOPMENT
AS A “BRAND” OF MODERN LIFESTYLE**

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The purpose of this article is to attempt to identify the reasons of passiveness and lack of information of civil society in sustainable development (further – ESD), which is aimed, firstly, for the wealthy state of humanity.

The analysis of activity of the states and the international community in promotion of ideas of lifelong education for sustainable development, revealed a problem of efficiency in achievement of ESD results [1]. One of the reasons of irrational "investment" in different projects is target group of certain age of people: school students, university students. Indeed, today every state put big efforts and means, cooperating with the world community which is represented by international organizations to solve a number of global issues threatened to peace existence of mankind and to create favorable conditions for future life. Leaders of all countries and international organizations urge civil society to collaborate in order to solve such problems as climate change, water issues, desertification, etc. [3, 5] Education plays a crucial role here. However, ESD practice as a key instrument on the way to sustainable development generally covers the population aged from 7 till 25 years within preschool, school and higher institutes. The major percent of population at the age of above 25 still remains out of information and participation in solution of these problems. Unfortunately, there is no favorable condition for them and motivation to spend more time in such complicated SD process. On the other hand, if every person could just think where can lead his lack of initiative and passivity in education for sustainable development, how from global scale these problems can easily turn into individual problem of each person, for example, shortage of drinking water [2]. There is evidence that unfortunately whatever programs have been created by international experts whatever strategy and concepts were not accepted by the governments of countries at high level, even though high financing of various projects on education for sustainable development cannot force each citizen to take part in this vitally important activity.

The more percent of people will be involved in SD process, the greater success will be achieved [4]. One of the main obstacles of ESD is the need in different approach in training for different age generation. For instance, for children of preschool age, there has to be introduced appropriate program aimed for ecological education of children of early age. Similarly, it is regarding approach to study programs of secondary and higher school. What is regarding working adult generation aged from 25 till 63. This age category covers the greatest percent of population but at the same time in they in fact have the lowest access to information and participation on sustainable development. There is lack of awareness is observed in knowledge background of approaches existing for this category of people and introduction practice of ESD in daily life.

Lifelong education of adult population can be considered as the most beneficial "investment" of ESD practice as automatically other age groups are training such as: children, youth, grandparents, etc. In particular, for example, this practice can play an important role for the people of Central Asia where a distinctive feature of mentality of society is family and relative relations, particularly an active participation of parents in education of their children. Any educational institution or organization cannot be able to give such life values and principles as own parents. Many experts define sustainable development as long-term and difficult process which should be adopted by people through entire of their life, therefore ESD means changing in attitude and mentality of lifestyle and every person should accept it as a new "brand". The world practice shows that introduction of "sustainable development" discipline in curricular is successful experience today in many higher institutes, and it is functioned as obligatory component in educational system [2].

Promotion of lifelong learning for sustainable development mainly among adult population by introducing it in daily life through cultural activities and mass media as a result will allow make this process as a new "brand" of lifestyle of every person.

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ON VALUES AND SOME EDUCATION DEVELOPMENT TRENDS

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The role of education in the development of any society is a crucial one. It is capable of reversing negative tendencies in the spiritual and moral spheres of mankind, helping one in searching for the meaning of human life, giving one progressive landmarks in life, and specifying the criteria of moral development. We do not deny the personal value of education, and we deeply value the supreme inherent worth of each person, but we also wish to avoid distortions and extremes, understanding that the value of education does not only consist of the development of personal qualities, but also the social and state ones. Only the harmony of those components can solve the problem of value-oriented education.

On Educational Values. When we speak about educational values, we must take three "layers" of values into account: (1) *as a state value*, (2) *as a social value*, (3) *as a personal value*. The first two values of education reflect the collective, group significance of this cultural phenomenon (during the Soviet period of Russian education, it was this that occupied the foreground in many educational concepts). Currently, priority is placed on the personal value of education, and a person's individually motivated, subjective attitude towards the level and quality of his or her education.

(1) *The Personal Value of Education.* Apparently, there is a close link between the recognition of personally oriented value of education, and the tendency to understand education as a continuous process going on throughout the whole life of a person. Education is not only capable of upholding a society's values at an adequate level, but also of enriching and developing them. It is possible to see a close link between education and the priority values of a society by the example of the "usefulness culture" and the "dignity culture", the concept introduced by A.G. Asmolov. In his opinion, a new type of dignity-oriented culture is opposed to such a culture, such a structure of society. The leading value in such a culture is the value of a human person, irrespective of whether it is possible to obtain something from that person in order to perform some act or not. It is evident that the dignity culture requires a new paradigm of education: education, oriented towards the upbringing of human self-respect, the feeling of freedom, and professional and general educational (general cultural) competence. A radical change in the content and organizational forms of the whole educational system is needed for that. "Old" values that seemed incontrovertible only recently, are replaced by the "new" ones, alien to the previous practice.

Social Value of Education. Education is not only a cultural phenomenon but a social institution, one of the social substructures of society. The content of education reflects the state of society, transition from its one state to another. The link between education and culture is the very closest one; the earliest stages of education's evolution as an institution are connected with cult and ritual: culture required permanent reproduction. The concept of a culture type (e.g., archaic or

modern) and the thesis according to which the very definition of the culture type can be related to the nature of training and education are productive. It is evident that different approaches to the problem of an internal link between a culture (its types, paradigms, and tendencies) and its education reveal the contradictions between the "educational" stereotype that took shape in the social conscience, and the actual processes taking place in society, its institutions and its strata. The search for a solution to this contradiction is a characteristic feature of the present-day education.

State Value of Education. Education as a reproduction of culture could not but take shape as a certain system within which various systems differentiate. First of all, we should bring into focus the fact that education as a social institution is a complex system, including various internal elements and links. Part of a system-forming (or meaning-forming) component of an educational system is the goal of education, i.e. the answer to the question: what kind of person is required and expected by society at the current stage of its historical development.

On Education Development Trends. Viewing education as a system that develops dynamically in time and space, as an open system, we can elicit the following tendencies of its development that reveal themselves and will reveal themselves to a varying extent in the medium term. *The first trend* is understanding each education level as an organic component of the continuous education system. This tendency presupposes a solution of the problem of continuity, not only between the secondary school, secondary vocational education and university, but as the task of linking university to future industrial activity. In its turn, this sets the task of modeling a shop floor situation in the students' educational activities that forms the basis for shaping a new type of education: sign and context oriented education. *The second trend* is the industrialization of education, i.e. its computerization and the technologies accompanying it. *The third trend* is the changeover from predominantly information-based forms of education to active ones, including the elements of problematization, scientific research, and extensive use of opportunities offered by students' self-directed work. In other words, there is a tendency of transition from the "school of reproduction" to the "school of understanding", and "school of thinking". *The fourth trend* is related to the search for psychological and didactic conditions of changeover from rigidly regimented monitoring, algorithmized methods of educational and upbringing process organization, and their management to the developing, activating, intensifying, gaming methods. This presupposes the development of the students' creative self-directed activities. *The fifth and the sixth trends* are related to organizing the interaction between the student and the teacher, and formalize the necessity to organize education as collective, joint activity where the teacher's training activity is deemphasized, while the student's cognitive activity is emphasized.

The trends in changes in the general educational situation coincide with the general principles of education reform in the world. Let us cite the main principles: (a) *integration* of all the upbringing forces in the society, organic unity of the school and other specialized institutions with the goal of bringing up the younger generations; (b) *humanization* (enhancement of attention to the personality of every child as the highest social value of the society, towards forming a citizen with high intellectual, moral and physical qualities); (c) *differentiation and customization*

(creation of conditions for complete eliciting and development of each student's abilities); (d) *democratization* (creating prerequisites for the development of activity, initiative and creativity of students and teaching staff, concerning interaction between teachers and students, and large-scale participation of the public in education management).

The values, principles and trends of education development viewed above reflect global tendencies of the modern world that manifest themselves in the processes of democratization and globalization. It is evident that the changing tendencies in the educational space reflect the general directions of changes in the world, and vice versa: these directions are a reflection of the trends taking shape in the sphere of education in our country.

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THE IDEA OF OPEN EDUCATIONAL RESOURCES IN THE CONTINUING EDUCATION

**M. Babiarz
S. Koziej**

One of the basic tasks of XXI century education is the implementation of the new information and communication technologies to serve the purpose of knowledge and competence dissemination. This necessity was pointed by F. Mayor, a former UNESCO director general, in the international rapport *The World Ahead: Our Future in the Making* published at the turn of the century and entitled *The World Ahead*. The author wrote: "These technologies [information and communication technologies] make the delocalisation of knowledge possible thanks to its website location. This way in the future knowledge will not be concentrated in privileged and inaccessible places. Abolishing of material barriers in the access to knowledge should lead to reduction of all symbolic distances and barriers which have been raised on the grounds of the social structures and diverse "initiation" processes which guard the access to knowledge. It is all about distance education, materially possible, to become an educational tool at hand, democratic education accustomed to the needs of every individual, education available everywhere and for all" [4, p. 377]. In the face of these challenge UNESCO highlights the significance of universal access to information in the framework of international open education system which is the basis for borderless, universal, human and ethical education without discrimination. Schools, libraries, distant educational facilities coming closer may result in creation of a decisive chance for less developed countries and in turn these countries will break away from pedagogical isolation, will improve education level and will provide it to a greater number of people at the lowest possible cost [4, p. 377]. According to the author of *World Ahead* new technologies should contribute to keeping up the progress and knowledge dissemination, to free flow of ideas and news and lifelong education for everybody. These challenges have broader dimension than just legal or commercial but also ethical and political dimension. Recognising the need of making knowledge public F. Mayor refers to Thomas Jefferson, the propagator of the public library idea and fair use doctrine which allows to use protected texts for educational purposes and to quote them in academic works [4, p. 324]. Jefferson wrote: "He who receives an idea from me, receives instruction himself without lessening mine; as he who lights his taper at mine, receives light without darkening me" [4, p. 325].

These premises turned into the arguments of the initiatives to create the Internet based access to free educational materials. The term OER – Open Educational Resource was used for the first time in 2002 in the final report of UNESCO forum *Impact of Open Courseware for Higher Educational Developing Countries* and was defined as "open access to educational resources owing to information and communication technology. These resources may be used for consultation and used and adapted for non-commercial purposes" [5, p.30] OER's are most often defined as "didactic and scientific materials as digitized materials

offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research [5, p.30]. It is necessary to notice the definition in *Wikipedia*, which itself is a typical example of OER – “OER is a common name for all educational resources freely accessed as they have been released under an intellectual property license or transferred to a public domain and released to be used in any information and communication technology.”[2] A social movement to create Open Educational Resources associates numerous creators, publishers, a few scientists and scientific organizations whose support for the idea of easy access is demonstrated in signing declarations. Such declarations of crucial importance for OER development were the Berlin and Cape Town declarations.

Berlin declaration on open access to the knowledge in sciences and humanities was the result of the conference proceedings of Open Access to

infrastructure by software tool development, content provision, metadata creation, or the publication of individual articles [1].

In September 2007 Cape Town Open Education Declaration – Unlocking the promise of open educational resources was announced as the result of the meeting of thirty leaders of open education organized by Open Society Institute and Shuttleworth Foundation in Cape Town. The conference participants defined the key strategies for education development. They also encouraged learners, teachers, trainers, authors, schools, secondary schools, universities, publishers, trade unions, decision makers, government, foundations and all those who share the vision of open education to support the following three strategies to increase the reach and impact of open educational resources:

1. Educators and learners: First, we encourage educators and learners to actively participate in the emerging open education movement. Participating includes: creating, using, adapting and improving open educational resources; embracing educational practices built around collaboration, discovery and the creation of knowledge; and inviting peers and colleagues to get involved. Creating and using open resources should be considered integral to education and should be supported and rewarded accordingly.

2. Open educational resources: Second, we call on educators, authors, publishers and institutions to release their resources openly. These open educational resources should be freely shared through open licences which facilitate use, revision, translation, improvement and sharing by anyone. Resources should be published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms. Whenever possible, they should also be available in formats that are accessible to people with disabilities and people who do not yet have access to the Internet.

3. Open education policy: Third, governments, school boards, colleges and universities should make open education a high priority. Ideally, taxpayer-funded educational resources should be open educational resources. Accreditation and adoption processes should give preference to open educational resources. Educational resource repositories should actively include and highlight open educational resources within their collections [3].

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DIVERSIFICATION OF MODERN EDUCATION AS A CONDITION OF DEVELOPMENT OF ITS CONTINUITY

**K. A. Pshenko
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Jan Amos Komensky is considered to be the founder of the modern ideas of continuing education. His pedagogical heritage contains the core of the thought that has been now embodied in the concept of continuing education. The idea of education continuity evolved in Russia after 1917 in the conditions of formation of a new system of education with new forms and kinds of educational institutions, including those for adult education and workers' qualification improvement. In the '60s of the twentieth-century, however, the idea became unpopular. The problem of continuity was addressed only occasionally. The term "continuing education" was used for the first time in 1968 in UNESCO materials. According to the report of the commission under the direction of E. Fora, UNESCO made the decision to recognize education continuity as the main principle of reforms in education in all countries of the world.

Under the present conditions of modernization and humanization of society and its transition to a new socially significant level, it becomes increasingly hard to perceive and explain the surrounding world from the positions of traditional norms of education and culture. There is a need for creation of a qualitatively new, diversified system of personal education. It is necessary to build a system of continuing education as a field of formation, development and improvement of the person that ensures creation of objective conditions for an individual to expand one's knowledge, enrich experience and learn methods of cognitive, practical and social-cultural activity that enable the person to realize his or her creative potential. It should be stressed that diversification is a necessary condition of building the system of continuing education. The notion of "diversification" is differently interpreted in different fields of science. It was primarily applied in intersubject fields. In linguistics this notion characterizes diversity of the lexical composition of speech as an indicator of the language culture; in the political lexicon it is interpreted as "state policy aimed at creation of a modern structure of the national economic complex: integrated multi-industry development" [1; 2; 3]. In economic literature the notion of "diversification" was considered as "a product of internal contradictions of capitalist economy", a consequence "of the growing internal instability of capitalist economy" [4; 5]. In capitalist countries diversification implied a form of capital concentration or expansion of objects of activity, a range of products manufactured by monopoly associations, enterprises and companies. Thus, the term of diversification in the epoch of capitalism defined a new phenomenon in economy of developed countries related to the process of capital concentration at the interbranch level [6].

Today diversification in national economy is considered to be a component of the structure of modern market economies, a strengthening and expansion of

activities of firms, associations, enterprises, industries and an exit beyond the frames of the principal business. In addition, diversification is an objective process typical of any developed social-economic system, including our country, that is related to the need to saturate the domestic consumer market through involvement of all enterprises and companies irrespective of their specialization in production of consumer goods and services. M.E. Manger [7] diversifies the notion of “diversification” on the grounds of “diversified development” into horizontal, concentric and multilevel diversification. Horizontal diversification presupposes expansion of the sphere of activities of an industry or enterprise and can be successfully implemented at all educational system levels. Concentric diversification opens up a possibility of replenishing the assortment with new goods and services, its expanding through introduction of innovative technologies in the proposed educational programs. Multilevel diversification is combined replenishment of the goods and services assortment with items of a principally new class and level taking into account the age-related specific features of the person [8].

Analysis of the meanings of the “diversification” notion available in literature allows identification of its substantial signs that can be also noted in the system of education. Diversification (Latin “diversicatio” – change, diversity) is a qualitatively new phenomenon and part of the structure of the social-economic sphere. In education the term “diversification” implies diversity, all-round development, expansion of the kinds of provided services, acquisition of new kinds of activities that were not common to it before. Diversification in education means transition from a monolevel structure of education to a diversity of levels and forms of receiving education. It is designed to expand the possibility of self-actualization of every person.

Let us consider some practical aspects of this problem. Saint Petersburg has experience in building modular multilevel educational routes in the system of education based on interaction of traditional educational institutions and institutions of culture offering teachers practices of extended informal education. For example, in early 2000 a single system of management of the educational process in the network of institutions of preschool and secondary education and institutions of culture was built for a number of higher educational institutions, 50 preschool educational institutions, 30 schools and 23 museums territorially situated on Vasilievsky island. Given below are some examples of effective models of such interaction, created educational routes or pedagogical practices:

1. Both teachers and schoolchildren as well as family communities became active subjects of the models of interaction of various sociocultural institutions of a particular territory. They united educational institutions and museums through joint projects expanding preschool and basic school programs forming another field of communication of children, teachers, and parents.

2. Teachers, workers of museums, libraries, exhibition halls, and UAOs united in creative design teams took the best advantage of the possibilities of the historical-cultural environment of a particular territory creating educational routes in museums and the historical center of Saint Petersburg. Small museums and, memorial flats received the status of a center of extended education, including: puppet museum, memorial flat of I.P. Pavlov, Krasin Ice-Breaker museum, museum-studio of painter A.I. Kuindzhi, and Museum of K. Mai gymnasia.

3. In the process of implementing the model of “museum – educational institution” interaction with participation of the Kunstkamera Museum was developed a number of target-oriented thematic classes that aroused great interest among youth audience: students of the Pedagogical University, University of Technology and Design, University of Culture, Military Medical Academy, etc. Implementation of the model allowed development of a new technology of joint activities of children and parents: “park of culture”.

4. We received interesting educational effects in higher school while forming the model of “higher educational institution – theater” interaction (the experiment resulted in establishment of the tradition of joint annual Pancake Week balls of Saint Petersburg State University and Mariinsky Theater recreating secular traditions), etc.

In conclusion, we would like to stress that diversification is considered today to be a major world trend of development of the education system, a general pedagogical principle of development of continuing education. Diversification is an area of development and a condition of ensuring continuity of education conditioned by objectively existing diversification of the needs of individuals depending on the spheres of application of the results of education, kinds of performed activities, types of organizations in which a certain person works, etc.. Diversified pedagogical practices lead to establishment of new pedagogical relations where the principle of mutual assistance and cooperation of the learners and teachers, and of the learners themselves, becomes a real managing force of support of continuity of educational programs and continuity of the education system in general.

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**THE CONTINUOUS SUSTAINABLE
DEVELOPMENT OF THE PROFESSIONAL
COMPETENCIES OF STUDENTS
OF TEACHING IN THE UNITED STATES:
CHALLENGES AND PROSPECTS**

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The purpose of this report is to define the types of professional competencies of a teacher that help develop a sustainable need for continuous lifelong education and to identify possible ways for their development. The paper is based on a set of qualitative methods of research: analyzing literature, studying documents on educational reforms in the U.S. and other countries leading the field of teacher education, and summarizing the teaching experience of the authors.

Introduction. Recently, scholars have been increasingly seeing the conceptual and organizational model of teacher education as an open dynamic system. This necessitates studying not only the Russian experience in training teachers, but also that of international education systems, and helps identify new approaches to training teachers as a strategic area in the development of teacher education in the post-Soviet world. The system of professional education in Eastern Europe faces new challenges, and ways of solving them depend on the increased role of the teacher as a professional, and as a citizen who contributes to the improvement of the social, business and cultural life of society in the market economy. Modern teacher education should develop a teacher who is focused on continuous and sustainable professional development, and is capable of developing the personalities of their students through collaborative activity, instead of merely transferring to them a package of knowledge and skills defined by the syllabus. What is of interest to us in this context is the experience of American professionals in managing the professional training of students of teaching in the leading teacher training institutions in the United States. The main priorities of this training are traditionally focused on the active involvement of a person in the creation and design of knowledge, on a continuous learning process, on building a training process aimed at developing creative, critical and independent thinking in students, and also on solving problems with multiple alternative solutions, on combining personality-based and activity-based approaches to managing the training process, on the promotion of research in the course of training, and the introduction of forms of teaching that help master experience in teaching (cooperative training, discussions, debates, simulations, role games, procedural dramas, etc.).

The experience of managing teacher education in U.S. universities in the second half of the 20th century to the beginning of the new millennium is a valuable source for thoughtful reflection and critical borrowing in the context of European integration processes outlined by the Bologna Process and the development of the global educational space. This is especially important for updating the

contemporary higher education system in post-Soviet countries and solving relevant issues of their present and future.

Global challenges of teacher education. In this study, we have placed a particular focus on the promising areas of development of teacher education in the United States which, in the 20th and the beginning of the 21st century, have been implementing continuous reforms of teacher training, featuring dynamism, flexibility of search and selection of content, strategies and models of teaching and upbringing. This experience of experimenting, testing and treating critically the pedagogical reality was primarily driven by the socio-mobile and socio-productive functions of the market in the course of the social development of American society. In terms of social productivity, providers of education (education departments of states) apply pressure to ensure the appropriate training of teachers at a low cost. In terms of social mobility, consumers of education put on pressure seeking to transform it into a sort of consumer product that would be more productive both for achieving a higher social status and for developing teaching efficiency throughout their lives.

The specific features of the American pedagogical traditions have been to a great extent influenced by the market pragmatism of John Dewey, who organically integrated the ideals of protestant ethics in educating students with pragmatism, a business-like approach (Weber, 2002), and the ability to secure a safe and comfortable life. This trend vividly describes the development of teacher training in the United States over the last few decades, penetrating the educational ideology and thus placing a focus on pedagogical research. Students are seen as active subjects of their education, as equal partners of mentors who, in a sense, lose their previous authority (Koshmanova, 2007a). The new millennium has introduced new change to the essence of American capitalism, which has become more mobile, global and economically flexible. Things are complicated by global competition, which is growing increasingly aggressive. There is a trend for the domination of the individualistic goals of society over collective ones. Active attempts are made to privatize public education, reorganize it using a corporate approach, and organize training using business methods which involve both winners and losers. Tough reforms in education in recent years which are based on such an approach (NCLB, Race to the Top) are aimed at improving standardized test performances of students in mathematics and natural sciences, because the initiators of this line of reforms find these subjects to be crucial for the development of sustained intellectual curiosity and skills in managing economic progress. These reforms involve the liquidation of teachers' trade unions, tutorship and academic freedom of teachers. Special attention is paid to reporting and quantitative measures of teaching efficiency which is assessed based on the results of the standardized examination of students and, correspondingly, by the system of rewards and penalties for teachers. Such an approach creates difficulties in the development of intellectual curiosity, the need for continuous lifelong education of learners, and the traditional American focus on the self-development and creativity of students.

Today, solving social and scientific problems in the modern world is becoming increasingly complicated. In 2010, about 70% of jobs in the United States required specialized knowledge and skills as opposed to 5% at the beginning of the 20th century (Darling-Hammond, 2010). According to Richard

Sennett (Sennett, 2006), these skills include the following: (1) skills in continuing education, design and management and assessment of the results of one's own work in order to renew and improve it on an ongoing basis throughout life; (2) solving problems using available resources; (3) strategic cooperation with people from different cultures; (4) efficient communication in multiple forms; and (5) defining, analyzing and using information. Moreover, it should be kept in mind that the nature of work will change even more rapidly. In the 20th century, most people changed their jobs two or three times during their life. According to the U.S. Department of Labor, many modern young people will change their profession more than ten times before they will turn 40 years old (U.S. Department of Labor, 2006). Researchers note that ten of the most in-demand professions in 2010 did not exist in 2004 (Darling-Hammond, 2010). Therefore, today a new mission of schools is to prepare students for jobs that are still non-existent, develop new approaches to solving problems that are still to be identified, and use equipment that is still to be devised. Certainly, a standardized approach to teaching can hardly be regarded as an efficient one for solving the challenges facing the new century (Ravitch, 2010).

Prospects: professional competencies that facilitate the development of sustained intellectual curiosity in students. Today, the work of a teacher of teaching can no longer be described only by the abilities to organize a learning process and transfer the necessary knowledge and skills. What becomes increasingly important is the increased focus on value, world view and normative foundations which secure the moral qualities of the professional activity of future teachers. Despite the influence of the corporate model of teaching which currently predominates in the United States, teachers of teaching programs are expected, for example, not only to have professional skills, but also to be able to develop professional views in their students, be responsive to unusual pedagogical situations, develop positive emotional states in students, and create a favorable learning environment (Koshmanova, 2009; 2011). All these require a teacher to have well-developed psychic functions (empathic, regulatory and cognitive) and skills in overcoming stressful situations in their professional activities. Today, the training of teachers includes a range of psychological, educational, social, economic, informational and technological competencies. Certainly, the main competencies include the ability to develop a high level of sustained intellectual curiosity, skills in implementing professional knowledge in practice, critical thinking, analysis of the main arguments for national and local pedagogical problems in cooperation with students, and skills in conducting qualitative and quantitative studies. Teaching any course in a higher education institution involves not just declaring information and problem solving, but collaboration with students in which they solve these problems by themselves (Koshmanova, & Ravchyna, 2008; 2010). One of the major requirements of teachers' competencies is the following principle: "Teach less, know more". This means that the teacher should build the learning process around topical issues together with the students, and lead students to make their own conclusions by means of collaborative reflection to help them to "know more". This principle is also actively used by teachers of teaching in Finland, Canada, Singapore and Australia. In particular, in Finland, the key principle is that administrators trust teachers. Trust for school and university

teachers contributes to the development of responsibility in teachers who began to work even better. In support of this principle, the Ministry of Education of Finland has abandoned inspections of schools and programs for teachers' training throughout the country, which has dramatically improved the performance of pupils and students, and enabled Finland to take and maintain for ten years the first place in the world under the Program for International Student Assessment (PISA) (Sahlberg, 2010).

A major professional competency of teachers is their ability to develop students as "citizens of humanity", i.e. to teach them perceive others according to the "golden rule" of ethics, "Treat others the way you would like them to treat you" (meaning the development of stable dispositions of multiculturalism). Respect for others begins with respect and trust for yourself, with the development of an inner core of being open to the world, respecting and accepting it. Each culture is unique, invaluable and full of interesting and enriching knowledge that is worth studying and borrowing (Koshmanova & Hapon, 2007). Very close to multiculturalism is altruism which should be developed in students for building their personal practical philosophy of being open to the world and continuously learning about it. Altruism is seen as a universal concept of cultures. This term is usually understood as interest in the well-being of others, and its essence is conveyed to students by means of service projects in communities, volunteering and fundraising. Moreover, altruism for the planet means positive attitudes to all cultures, societies, species and ecosystems. It should also be added that people should be responsible and unselfish with respect to the society of the future, which will certainly be influenced by many decisions that are made today (Zinser, 2013).

In summarizing the contemporary discourse on other problems of the professional competencies of teachers that contribute to the development of sustained intellectual curiosity in students, let us note that teachers of schools and universities should learn to think about the abilities of people in a different way. They should overcome the barrier of existing outdated thinking as purely academic or non-academic, abstract or theoretical thinking. We must admit that true learning, which is natural for humans, happens in groups, in collaboration with others, and this is the key to sustainable professional growth. An important prerequisite for success is the culture of an educational institution which trains teachers, with all its rules and habits of the people who work there and shape the necessary dispositions. The present day requires that the old paradigm be rethought in favor of divergent thinking of pupils and students (Robinson, 2009) and their ability to see a lot of possible options for interpreting a problem, using lateral or parallel thinking (Bono, 1967).

Competencies of graduates from schools and universities, that are in demand in the labor market. Tony Wagner (2010) has used numerous surveys among the leaders of leading Western corporations to develop a classification of seven types of professional skills that help young people to *survive* in the labor market. The *first* professional skill is critical thinking and knowledge of problems. It appears that from the perspective of the economy of knowledge, the ability to ask good questions is the most important indicator of critical thinking and the ability of employees to solve problems, use theoretical knowledge, and make decisions. Moreover, this quality is necessary for teamwork, the development of democracy in

the team, and informal leadership. Another (*second*) survival skill is collaboration across networks and the ability to communicate with others, be the informal leader, lead people, and to create a positive working environment. According to the leaders of corporations, the key to success in modern production is building trust between people, even if they are in a global network in different parts of the world, and also the development of citizenship qualities, understanding and the acceptance of different cultures, races, nations and languages. Agility and adaptability represent the *third* professional competence of the modern professional. These qualities have been consistently mentioned by all the respondents in the surveys of business leaders. Today, there has been a profound shift in the psychology of perception of the authority of the boss, from the order "What should be done" toward team decision making in the spirit of "how it is best done". The intensification of change, rapidly changing information, and the complex nature of the problems faced by individuals and teams make these skills the key to successful work. The *fourth* type of professional competencies in modern business is initiative and entrepreneurship. Employees should not only be good team players but should also have initiative and entrepreneurial attitudes, proposing possible solutions and improvement strategies. The *fifth* professional survival skill is effective oral and written communication. The modern environment increasingly encompasses virtual offices. Employees have to communicate via email, answer calls on Skype, use a full range of modern facilities and technologies, explain their position in a clear and democratic way, and communicate constructively with representatives of different countries, which is one of the most important skills of a modern employee. The *sixth* type of competency is assessing and analyzing information. The modern world is filled with a continuous flow of new information, and the ability to receive, critically analyze and effectively use it is an extremely important quality of any worker. The *seventh* type of competency is curiosity and imagination. The word "curiosity" and "inquisitiveness" attracted vivid interest among participants of one survey, because according to corporate leaders they are not only related to the ability of an individual to solve problems, but also directly lead to creativity, innovation, and the development and improvement of products and services.

The meaning of entrepreneurship. Numerous studies around the world show that the development of entrepreneurship is the most important type of professional competence that leads to the successful solving of problems in the employment of young people (World Economic Forum, 2012; European Roundtable on Entrepreneurship Education, 2010). In general, entrepreneurship is understood as the opportunity to start a business and make a profit. However, in modern global usage, this term has acquired a considerably broader meaning: "It is a process that results in creativity, innovation and growth. Innovative entrepreneurs come in all shapes and sizes; its benefits are not limited to startups, innovative ventures and new jobs. Entrepreneurship refers to an individual's ability to turn ideas into action and is therefore a key competency for all, helping young people to be more creative and self-confident in whatever they undertake" (World Economic Forum, 2009, p. 9). The modern world needs new entrepreneurs like Steve Jobs, Mark Zuckerberg, Eduardo Saverin and Bill Gates, who are in great demand and admired by everyone. Speaking about such people, researchers identify another

quality that relates to the definition of the term "entrepreneurship". It is "an entrepreneurial mindset – a critical mix of success-oriented attitudes of initiative, intelligent risk-taking, collaboration and opportunity recognition" (Aspen Youth Entrepreneurship Strategy Group, 2008).

Development of entrepreneurship. The first key to success in developing entrepreneurship is to develop responsibility in students based on cognitive interest, initiative and creativity, and to create a learning environment which is diverse in terms of the extent of complexity and is trust based and success oriented. The second success factor for the development of entrepreneurship in students is that they should acquire their own experience as subjects of learning, and develop skills in self-guided design of their own knowledge by the project-based and product-based methods and by arranging for problem-based teaching. One of the most effective methods of developing global professional competence is to acquire life experience as a foreigner in another country (short-term residence in a country with a different culture and language). Common ways of gaining a global experience in entrepreneurship development include internship, studying abroad, volunteering and teaching English in a foreign country.

Conclusions. Today, we are living in a single "flat" world (Friedman, 2005). The development of professional competencies for the continued learning of young people in the context of the global labor economy is becoming of paramount importance. A modern professional should be globally competent enough to be able to achieve success in the global labor market. These dispositions cannot be developed by means of standardized teaching, memorizing information and reproducing it. You cannot survive in the global labor market if you totally ignore its laws. In order to educate globally competent, creative and entrepreneurial professionals, teachers should themselves develop the skills of survival in the labor market and then shape and develop these competencies in students.

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GENERAL DIRECTIONS OF THE DEVELOPMENT OF THE LIFELONG EDUCATION SYSTEM DURING ECONOMIC AND EDUCATIONAL DIVERSIFICATION: THE FORECASTING ASPECT

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When, therefore, they say that future events are seen,
it is not the events themselves, for they do not exist as yet
(that is, they are still in time future), but perhaps, instead,
their causes and their signs are seen, which already do exist.
St. Augustine Confessions, Book Eleven

An analysis of the experience of some countries which have achieved economic recovery and social welfare in recent decades has revealed that the essential reason for this success was the attention paid to the education system and to improving the educational level of the population and training qualified and competent experts. This proves that the educational level of the population has an active influence on the economy and social life as well as on the further development of the educational system. Hence, development of education can be examined in 3 related and interacting aspects: pedagogical, economic and social. The pedagogical aspect is the most significant, since the social and economic effect from education depends on the pedagogical performance focused on personal development of both student and teacher.

Under market conditions, the influence of the pedagogical aspect is distinctly visible for the developed socio-economic status of a country. The economic effectiveness of education comprises, on one hand, a teacher's direct contribution to the delivery of education and improvement of the quality of educational services through the efficient use of resources at every level of the educational system and, on the other hand, upgrading of the educational and professional level for employees in all branches of the economy.

The essence of social effectiveness is to use education as the ultimate factor for social progress, which can be appraised through the following signs: (a) the positive influence of education on development of better personal traits and more comfortable life conditions; (b) improvement of social relations; (c) formation of an open, democratic society. In social terms, crime rates are reduced, people are less dependent on social security, the level of social culture is increased and the performance of government and social agencies is improved. Therefore, educational expenses have recently started to be considered by the public not as non-productive consumption, but rather as one of the most efficient investments.

The economic processes happening in a society directly affect the educational system, and the term "diversification", which first appeared to define the economic changes, has smoothly come into general use in educational science describing innovative changes in education. These changes relate to education in many ways: management, organization, learning contents and technologies, educational services, etc. Given that any branch of human knowledge studying natural, technical or social phenomena, if it claims to be a science, must have a

forecasting instrument for development of studied objects, then the same instrument must exist for the educational sphere in its diversification.

According to the Russian Pedagogic Encyclopedia, forecasting is an elaboration of forecasts, i. e. a probable estimation of the phenomenon state in the future. Forecast is a multi-aspect term which suggests study of upcoming issues (extrapolation), observation of trends and determination of their regularities in the past and future (with abstraction from possible changes), and finding solutions for these problems (optimization). The general objective of forecasting is to increase the efficiency of management of various processes through balancing between designed and made decisions. For the educational system, this objective is in reaching efficient and quality performance and development of the lifelong education system and training of experts.

Solving forecasting problems in educational science led to the birth and formation of *educational prognostics*, an interdisciplinary field with the potential to foresee. Issues of scientific and pedagogical foresight were considered by P. P. Blonsky, P. F. Kapterev, N. K. Krupskaya, A. V. Lunacharsky, A. S. Makarenko, V. A. Sukhomlinsky, S. T. Shatsky, etc. In their works, they underlined the importance of pedagogical theory, and laws and regularities of educational activity which create conditions for acquiring reliable prognostic data. B. S. Gershinsky, V. I. Zagvyazinsky, E. G. Kostyashkin, A. F. Prisyazhnaya, L. A. Regush, V. A. Slastenin, V. A. Yakunin demanded using a pragmatic approach to pedagogical forecasting studies. This approach defines and describes the structural elements of forecasting as well as features and possibilities of its formation.

Presently, educational forecasting is a branch of scientific knowledge which reviews principles, regularities and methods of scientific forecasting for objects and phenomena (systems) being studied not only by education science, but by all other fields as well, and involves interdisciplinary and systematic approaches. Thus, the level of systems regarded can vary: international, regional, and local as well as civilizational and geopolitical. Forecasting of these systems should influence the creation of social procurement, and transformation of a national social system, substantiation of a social development strategy, etc. Educational forecasting is based on general and individual principles. The *general principles* are: objectivity, cognoscibility and development, determinism, historicism, unity of theory and practice. Objectivity is aimed at overcoming inconsistencies between objective scientific data obtained through forecasting and subjectivity of the process associated with complex and multi-factor pedagogical phenomena. Cognoscibility is related to verification (a check of the reliability) of pedagogical forecasts and their use in further system development. Determinism underlies the presence of objective causal links of phenomena and regularities, and is focused on determining the essence in the studied process. Development is intended to identify and overcome inconsistencies in performance of the studied object with relevant managerial decisions. Historicism implicates the genetic aspect of the studied phenomena. The unity of theory and practice is meant to provide valid results of forecasting research by proving its expedience [5].

Knowledge of general methodological principles of scientific forecasting is a required yet insufficient condition for successful forecasting of a specific study,

which depends on many factors and terms. Therefore, *individual principles* are needed: diversification, integrity, consistency and complexity, continuity, variability, unity and accuracy of terms and concepts, communicativeness, verification, practical orientation, etc. Diversification must be mentioned first due to its importance as a forecast of how the studied object can expand its abilities and acquire new functions not earlier inherent to it. It is stipulated by diversification in socio-economic life as well as by adoption of the new "Law on Education in the Russian Federation". The unity and accuracy of terms and concepts is intended to establish uniform selection and interpretation of terms with regard to the object of forecasting. Knowledge of the object can be expressed in a precise description of facts, assumption, law or theory and meet the requirements for scientific development at the present stage. Integrity, consistency and complexity of objects and phenomena in forecasting research provide an integral approach for studies and consider individual elements of an object in their aggregate and in relations by expressing the complexity of properties, objects and entities within educational systems. Continuity is closely connected to verification and aimed at forecasting with proposition of continuous forecasting activity and evaluation of its results correlated with the past and future.

Many factors and complex objects of educational forecasting require that a lot of researchers and respondents be involved both at the implementation and evaluation stages, to comply with communicativeness and variability. Considering the existing elements of the educational system, there is a broad range of development models for educational institutions which carry out single- or multi-level training of graduates. However, these models displaying reality are focused on the present day and do not imply a forecast of their development in the short- or long-term perspective. We believe that having a focus on the future will make it possible for one to see growth areas, make managerial decisions and urgent amendments to models' real performance.

Currently, this is relevant for institutions at various levels of education and management which undergo restructuring of educational networks and have to prove their competence and competitiveness. Forecasting of the development trends for an educational institution is fairly intense because of diversification. For a sound and efficient forecast, a manager must have extensive, definite and classified data on the state and changes of both the external and internal environment of the educational institution. To timely gather information, the manager must have the relevant technology and means of data processing and systematization for changes of direct and indirect impacts on the institution environment.

To conclude, the general directions of educational forecasting can relate to educational systems at various performance and management levels (restructuring of educational networks, formation of new management technologies, interaction between educational systems of different countries, etc.), elements of educational systems in their aggregate (integration in secondary vocational and higher education, organization and structure of education, etc.) as well as in individual interaction between several of them (multi-level and multi-aspect social partnership, training of a modern teacher familiar with a project approach, etc.).

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ADULT AND THE ELDERLY EDUCATION IN THE CONTEXT OF MENTAL HEALTH AND COGNITIVE POTENTIAL MAINTENANCE

CULTURE OF CONSTRUCTIVE AGEING IN THE LIFELONG EDUCATION PARADIGM

. V. Chyorny

Introduction

There are many definitions of culture, however, in the context of the declared subject, we offer the following operational definition: culture is a form of communication the channels and forms of which are determined for a certain group of people by symbolic and semiotic reflection of local and conventional norms, values and standards. In other words, subject – subjective (inter-psychic, interpersonal) or self-subjective (intra-psychic, intrapersonal) forms of existence of the senior citizens may be either destructive or more or less constructive depending on how these people perceive and experience the prevailing values, norms, ideas, policies, and patterns of society regarding “correct” and “incorrect” old age. It is possible to influence this process: (a) by means of changing the society, however, this takes a long time, and is difficult, and, as practice shows, not very efficient considering the number of variables, including those which are unpredictable (for example, political, social and economic or mental variables that do not depend on specialists – social workers, psychologists, teachers); (b) by means of working with a person or with a small group of persons which is within the scope of activities of specialists (the efficiency of such work depends on their motivation, qualification and form of activity organization).

The purpose of this article is to analyze the problem of aging as a global, cross-disciplinary issue, and to systematize several prospects and ways of its solution in the context of social and psychological and pedagogical activities.

Ageing of the Population as a Global Problem

On October 01, 2012, on the International Senior Day, The United Nations Population Fund (UNFPA), together with the nongovernmental organization Help Age International, presented a 192-page report “*Ageing in the Twenty-first Century: A Celebration and a Challenge*” in Tokyo, based on which it is possible to conclude that the ageing of the population is happening much more rapidly than was forecasted. In 2000 the number of people in the age of 60 and older exceeded the number of children under age 5 for the first time. Nowadays there are 810 million old people, or 11.5% of the population of our planet. By 2020 this number will increase by 200 million people and will exceed 1 billion, and by 2050 there will be 2 billion old people, and they will account for 22% of the population of our planet, leaving behind children under 15 [10] in terms of numbers. Russia and Ukraine are among the most rapidly ageing countries. Nowadays 18.6% of Russia’s population is above 60, and this indicator will almost double by 2050 (31.2%). Furthermore, by

2050 there will also be more than 39 million people in Russia aged above 60 [4]. According to the forecast of the Institute of Demography and Social Research of the National Academy of Sciences of Ukraine, the share of the population older than 60 will be 32% in Ukraine by 2050 [2]. Of course, the reason is not only in the increasing average life expectancy, but also in the decrease of child mortality, successful medical activities, the development of social help, etc. However, ageing is becoming a serious economic and social problem. For example, many economists think that the intensity of the crisis in Europe can be, among other factors, explained by the availability of a well-organized (and, thus, very expensive) system of social care.

The solution to the ageing problem can only be comprehensive, and must include measures focused on creating economic, technological, and social bases for an increase in the period of the full-blooded and active life of elderly people, i.e. the creation of opportunities for old people to work fruitfully and efficiently not only for supporting their well-being, but also for the purpose of actualization of their resources (professionalism, experience, wisdom) and realization of their potential (in training and learning new things, in transfer of their knowledge, experience and traditions), for personal self-actualization in general. However, there is a question: is society interested in prolonging the labor activities of its pensioners? If we suppose that it's possible to reach success at a considerable increase in the activities and ability to work of older people, and to create possibilities for their self-realization, then, apparently, the level of unemployment will rise, and the advancement of the young people and middle aged people will become difficult, and their training and "preservation" of their potential will be much more expensive for the social care systems. As a matter of fact, that is what is happening now in economically developed and socially oriented countries.

Directions of Ageing Research as a Cross-Disciplinary Problem

Changes in the way of life that take place in view of the reduction of labor activities, retirement, loss of social status, narrowing of the social environment, and other losses result in a concentration of thoughts, ideas, and views of a person on his/her own life. As a result, a person may either be integrative and accept and appreciate his/her life (and personality) in its entirety and diversity, with all difficulties, mistakes, and achievements, or totally negate and reject his/her life and himself/herself in this life. In the first case it's possible to talk about wisdom, and in the second case – about despair [9]. However, in our view, an ordinary person may find himself/herself at different distances and at equidistance from these two poles. It's obvious that the functional state of all body systems also has an influence upon one's mental state and psychological health. Apart from gerontology and gerontological psychology, sciences traditionally involved at solving these issues, [6; 7; 8], the following disciplines are also being actively developed: social gerontology [1], clinical gerontology [3]. Furthermore, a special philosophic discipline is being developed – *gerontological philosophy*, which especially focuses on the philosophy of ageing [5].

In many cultures old age is a kind of stigma with relevant consequences, such as different forms of social and/or psychological discrimination. *Ethno-*

gerontology, which is currently only presented by several individual works without any specific methodology, deals with the problems of a different attitude to old people and ageing in different cultures, as well as cross-cultural research of the social roles of elderly people.

Social and Psychological Problems of Ageing and Forms of Optimization of this Process

Analysis of modern literature, as well as direct observation and experience, make it possible to reveal the main problems of elderly people that show themselves subjectively, at a level of feeling: (a) feeling social death, self-needlessness; (b) feeling irrelevancy, de-realization in society and culture; (c) feeling helplessness, dependence, a sense of being a trouble-maker; (d) loneliness, fear, anxiety, humiliation, grievance, depression; (e) experiencing loss (relatives and close relationship, status and prestige, belief and ideals); (f) loss of a feeling of meaningfulness of life, loss of targets; (g) negation of personal identity, lowering of self-evaluation level; (h) feeling physical and/or intellectual regress; (i) experiencing economic problems, etc. Of course, all the above may be united into one word – de-adaptation. However, in such case, there is no need to specify and develop forms of support, because such measures may be united by one single word, i.e. “adaptation”. Nevertheless, let us specify the main forms and opportunities for adaptation of elderly people.

We know that classical system of social care includes three main forms: social security, social insurance and social help. Within the scope of the declared subject, we are not interested in the institutionalized forms, although, of course, they are to be continuously improved. We mean help in social and psychological adaptation provided by specialists with different skills: (1) organization of preparation of psychologists and social workers for rendering help, support and motivation of elderly people in view of the possibilities for their development and education, including implementation and ongoing improvement of gerontological psychology courses with a focus on practical issues (help in self-regulation, improvement of stress-resistance, adaptation to cultural innovations, etc.); (2) development of a system of practical training and volunteer movement in higher educational institutions, first of all, among students – future psychologists and teachers, medical workers and social care workers; (3) training specialists of different profiles ready to participate in the development of the lifelong education system, in particular, education for elderly people; (4) development and implementation of forms and mechanisms of involvement of a person into a public group relevant for this person with similar values and targets emotionally acceptable for such a person, who can identify himself/herself with its members; (5) help in studying information systems, including social networks, provision of other information focused on opportunities for participation in public organizations, including volunteer movements, groups of similar interests (communication with nature, interest in arts, creative work), special humanitarian and educational projects.

Lifelong education, or more precisely its aspect, which is sometimes called education for the “third age”, is a relatively new but actively developing and quite

efficient form of promotion of culture of constructive ageing. One of the main problems slowing down, and in any case, lowering the level of quality of this work is lack of preparation of specialists carrying out such education (in any areas) based on psychology.

We propose the following chart for preparation of specialists (not psychologists or social workers) for work with elderly people. The program has 80 class hours divided into four blocks, 20 hours each (see table below).

Table

Comprehensive Program Psychology of Culture
of Constructive Ageing for preparation of specialists

Problems of elderly people	Subjects for training of future teachers
First block "Psychology and Psychophysiology of Old Age" (20 hours)	
State of health, general fatigability, low working capacity Decrease of productivity of cognitive processes Social de-adaptation Problems in sexual life	Opportunities for preservation of mental health: preventive measures and restoration of cognitive processes Motor activity forms Different means of social adaptation Main characteristics of elderly people groups Opportunity for intimate relations (friendship, love) for elderly people
Second block "Coaching" (20 hours)	
Confusion and inability to systematize problems Lack or loss of skills of goal-setting and partial planning	Determination of problematic areas of life ("balance wheel") SCORE and SMART methods Work with a problem (formulation of a problem and goal-setting strategies, sensor justification, contexture of a goal) Role model and psychological health of a person Personal development plan preparation Coaching method in group dynamics
Third block "Psychology of communications" (20 hours)	
Loss of the usual circle of communications or disappointment in it Lack of confidence in self-attractiveness (negative personal image, negative external image) Lack or loss of acquaintance and attraction skills Lack of information about the opportunities of new acquaintances Lack of skills to search for a community or partners sharing similar interests Typical conflicts for the third age	Assertiveness training Personal typologies, communication barriers (temper, accentuation, sub-personalities, perception filters ...) Information and development of skills of looking for new contacts Conflict management
Fourth block "Pedagogical techniques for working with elderly people" (20 hours)	
Loss of learning skills Lack of incentives for learning due to lack of self-confidence and negative personal image Lowering of productivity of cognitive processes State of health, general fatigability, low labor capacity Lack of support of relatives and wider public	Personality-focused methods of training Detection of needs in training Means of students' motivation Explaining the technology of stage-by-stage building of mental efforts Use of principles of developmental teaching Development of criteria of efficiency of training and methods of control

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SPECIAL EDUCATION FOR CHILDREN WITH DISABILITIES

. . Arslanova

At the present time, a differentiated network of special educational establishments (89 special schools and boarding schools) is successfully functioning in Uzbekistan, where more than 18,000 handicapped pupils are studying. More than 11,000 such children are studying at home. However, the number of children and teenagers in such educational establishments is decreasing, which can be explained by their integration into general education schools, and development of a more inclusive education in the Republic of Uzbekistan. According to the information provided by the Ministry of Public Education of the Republic, work has been carried out in Uzbekistan since 1996 focused at integrating children with disabilities into the general education process. For the purpose of consistent performance of such activities, a Resource Center for Inclusive Education was founded at the Republican Educational Center for joining efforts of governmental and nongovernmental organizations, parents and volunteers in rendering comprehensive correction and pedagogical assistance to children and teenagers with disabilities. There is also a public council functioning at this Center, which provides for coordination, control and monitoring of social care for the most vulnerable group of children in Uzbekistan. Many efforts have been undertaken to organize training of personnel for work in the institutions providing social protection for children.

Special education, or special training and educational work is a system of special psychological and pedagogical, social and cultural and therapeutic measures focused on overcoming the weakening defects in psychological and physical development of children with disabilities, passing teachable knowledge and skills to them, and developing their personality in general. The purpose of special education is to develop psycho-physical functions of a child and to enrich the child's practical experience together with overcoming or reducing, and smoothing mental, sensor, movement, and behavior disturbances. Correction and compensation of untypical development may be carried out efficiently only in the course of developmental teaching with maximum use of sensitive periods and using zones of currently important and immediate development as a basis.

In general, the education process is based not only on well-developed functions, but also on developing functions. Thus, the most important task of special education is to ensure step-by-step and continuous conversion of the zone of immediate development into the zone of currently important development of a child. Realization of correction and compensation processes for untypical children is only possible provided their zone of immediate development is continuously expanding, which shall be a reference point for activities of teachers, trainers, social teachers and social employees. It is necessary to organize a systematic, day-to-day high quality process of improvement and enrichment of the immediate development level. A necessary precondition for implementation of integrated education is a focus not only on the characteristics of the disability, but, first of all,

on the untypical child's ability and opportunities to improve it. There are several models of integrated education for children with problems: (a) education at general educational school (usual class); (b) education in a special class for correction (compensational education) at a general educational school; (c) education within the scope of different educational programs as part of one class; (d) education in a specialized educational correction school or boarding school with classes for healthy children.

The sooner organization and implementation of correctional pedagogic work starts, the better the process of overcoming the defect and their consequences will be. Considering the ontogenetic particularities of children with special education needs, we can distinguish several principles for correctional pedagogic and training work: (a) unanimity of diagnostics and development correction; (b) the principle of correctional and developmental orientation of education and upbringing; (c) the principle of an integrated (clinical and genetical, neurophysiological, psychological, pedagogical) approach to diagnostics and realization of capabilities of children in the process of education; (d) the principle of early intervention, which means medical, psychological and pedagogical correlation of the affected systems and functions of the body, if possible, starting from infancy; (e) the principle of reliance on the preserved and compensatory mechanisms of the body for the purpose of improving the productivity of the system of psychological and pedagogical measures; (f) the principle of an individual and differentiated approach within the scope of special education; (g) the principle of continuity and consistency of preschool, school and vocational training special correctional education.

Training children with disabilities means creating a special correctional and developmental educational environment for them ensuring the existence of adequate conditions equal to the conditions available for usual children, as well as the opportunity to receive education in accordance with special educational standards.

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NEUROBIOLOGY OF THE TEACHING PROCESS AND COGNITIVE TRAININGS FOR THE ELDERLY

**V. A. Rozanov
T. E. Reytarova
A. V. Marudov**

One of the popular recommendations concerning healthy aging says 'dedicate yourself to education'. It has been proved recently that this recommendation makes sense not only because it is the growing human practice, but also because it is justified with the data from neurobiological researches. These researches concentrate on the type of changes taking place in the human brain when new knowledge is being processed or when new skills are being mastered. This leads to the emerging of a new interdisciplinary scientific field of knowledge called 'educational neuroscience' [1].

The fundamental studies of the recent time are, first of all, dedicated to the early stages of brain development. They estimate how this or that approach in educating a child (reading, writing, basic maths) is accompanied with forming specific circuits and neuronal connections in the brain and how these processes are correlated with consolidation of certain skills. Recently a lot of scientific data on how different functional systems of the brain dealing with attention, operation memory, social interaction, anxiety, motivation and reward has been actively accumulated and implemented into educational technologies. The phenomenon of neuroplasticity underlies all these processes. Discovering and detailed description of neuroplasticity have dramatically changed our understanding of the brain. Especially clearly this phenomenon can be observed in the childhood, the period of life characterized with occurrence of sensitive and critical periods, when both positive and negative influences leave significant marks. However, neuroplasticity is not limited to childhood only [2, 3].

Another important stage in human life, which attracts attention from educational neurosciences perspective, is the older age. In recent decades, a great number of researches has proved that most physical and mental health problems that emerge in the old age are actually rooted in the early development stages. That idea was called 'developmental origin of health and disease', DOHAD, or ontogenetic programming concept [4]. The vitally important aspect here is that neuroplasticity as a brain's capacity to change constantly caused by the need to adapt to the environmental challenges occurs at every stage of human life. Childhood and old age are interconnected due to ontogenetic programming, although the load and stimulating influences that occur during lifetime can significantly impact the mental health and cognitive efficiency. Lifetime 'development trajectory' is capable to correcting the program [5, 6]. Educational technologies can become crucially important in this process.

The new data of neurobiological character also altered our understanding of how the brain ages. Contrary to the beliefs of previous decades, when the main focus was on the cell death, it has been stated nowadays that a number of processes, for example, myelinization, continue to take place up till really old age.

Moreover, new neurons are appearing during the lifetime especially in hippocampus structures that are responsible for the emotional memory. That phenomenon (neurogenesis) along with accumulating myelin provides high efficacy of the brain in some specific spheres. Elderly people are less impulsive, more reasonable and associative, less subjected to quick emotional reactions, and their cognitive capacities can be restored if exercised [7]. All these factors are directly connected with formulating strategies in educational sphere for the elderly. Firstly, the involvement into educational process in itself is an essential condition for healthy aging along with scientifically grounded healthy diet, physical activity, positive emotions, social interactions and spirituality. As serious research shows, processing new material, openness to novelty as a psychological feature are key components of positive cognitive and mental health. The most reliable data was obtained in terms of mastering second language and such intellectual activities as chess and cards playing or solving puzzles. On the other hand brain functions training can be more technological, especially when connected with opportunities provided by computer technologies.

Using computer games and exercises for stimulating various brain functions has had a pretty long history, yet they became the most popular when the family of educational computer programs FastForWord aimed at improving children's reading ability was developed [8]. Next a number of special programs for training a wider range of functions – attention, audio-visual concentration, memory, special orientation, logical thinking etc. – appeared. These programs compete nowadays with traditional types of activities. They are closely connected with elderly people mastering computer skills and learning how to use computer equipment, which is usually the most common subject at teaching courses for the elderly.

Currently cyberpsychology based on educational neurosciences data is becoming increasingly popular. English-language sites like CogMed and Lumosity, that provide licensed programs for both free use and use under medical observation (doctors or clinical psychologists), are most actively visited. In the latest years, Russian-language sites, for example HappyMozg, are also becoming more active. The training programs presented in such projects, including the latter one, are based on scientifically-proven methodology on how cognitive functions, attention and memory can be stimulated using different modalities and approaches. Programs for wide usage are available to anyone who is interested. On the other hand, there are specialized programs that suggest involvement of medical tutorship, especially when one is rehabilitating impaired brain functions after a stroke, cerebral injury, age-related borderline cognitive deficiency and some psychiatric disorders [9].

Life-long education system represents a sphere of activity where computerized cognitive trainings are called-for and reasonable, especially when it comes down to education of the elderly. They can and should become a part of systematic activity for maintaining and improving population's mental health, forming healthy lifestyle skills among the elderly, promoting healthy aging technologies and active life prolongation.

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INTER-GENERATIONAL INTERACTIONS IN THE LIFELONG EDUCATION OF THE ELDERLY

M. K. Kremenchutskaya

On average, modern mankind lives one full adult life longer than our great grandfathers. This situation determines new needs and abilities of the elderly, as well as a rejection of the idea that ageing is abnormal. Old age is not pathology, it is a potential. Most of all, the elderly do not want to be inactive, as they want to realize their missed opportunities in education, art and kindred relationships. They wonder: "How should I spend my time? How should it be spent to be quality time?" The need of the elderly for an active life through their education is one of the relevant subjects of modern research and is treated as a requisite part of the educational system. Education enhances the intellectual level, while achieving the set goals is satisfying and creates a positive emotional background and preserves self-respect and self-assurance.

Involvement of the elderly in the educational processes can be performed in various forms: (a) self-education is the most common satisfaction of cognitive needs; (b) an elder person is able to officially be a student at the educational institution; (c) educational programs for the elderly have been recently outspread. There are now 2 views on the issue of the elderly (see Table 1). Justifying the necessity of work with the elderly, O. F. Bolnov emphasized the importance of defining them as a special target group for training and education for preventive, therapeutic and rehabilitation measures.

Table 1

The elderly: 2 views on one issue

Traditional	In reality
<ul style="list-style-type: none"> - communication with the elderly is always difficult; - always keep to their own views and appraisals of a situation and life in general; - only have 2 opinions: their own and a wrong one; - dull, pessimistic, fearful and concerned; - intrusive and dogmatic; - inflexible, rigid and stiff in their thinking and acting; - helpless and dependent; - hardly adapt to new situations and environments; - lonely and isolated; - cast-offs of society. 	<ul style="list-style-type: none"> - they're perfect, interesting narrators if you can get them to talk (if allowed to talk passionately); - eagerly share their opinion and experience, free in expressing their point of view; - rich sense of humour, ironic, sarcastic and witty; - fountain of wisdom; - bearers of cultural traditions and customs in a certain social stratum; - have experience of survival in various historical periods and cataclysms; - able to adapt to new situations, especially if accepted and appreciated; - free in choosing means for spending their personal time, space and activities; - main resource for a developing society

Consequently, the task of a teacher (facilitator, moderator) in this group is not to transmit knowledge, but to support students' activity, thus allowing for comprehending experience and searching for the right choices. The methods on which the education of the elderly is based involve only indirect, correct influence.



higher education institutions where potential and real teaching personnel is staffed by MDs and PhDs. Thus, there is an opportunity to ensure education for the elderly delivered by young teachers; (d) focus on educational approaches as means of improvement of mental health and life quality of the elderly, including education for the elderly, social awareness on the elderly and instruction of those who can work with them.

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DEVELOPMENT OF PROFESSIONAL COMPETENCES IN THE SYSTEM OF LIFELONG EDUCATION

S. . Soldatova

Lifelong education is a precondition for successful transition to the economy and the society based on knowledge. Nowadays, education is indeed a very important factor for facilitating development of the economy based on knowledge. In its turn, an economy based on knowledge lodges higher requirements to the level of qualifications of the labor force. A society where all categories of citizens have conditions for learning that meets their requirements and interests turns into a learning society. The responsibility for education in such a society is divided between the government, employers, employees and citizens. For citizens, professional education and professional skills become factors of achieving economic success, development of civil responsibility and social consent. Special attention shall be paid to the development of creative activity and flexibility of skills, as well the ability of a person to adapt continuously to the changing requirements of public development, and economics based on learning. Such opportunities are provided by the lifelong education systems (LLE).

Expansion of knowledge and learning in a society based on knowledge means that the paradigm of learning itself shall be changed: the system shall be focused on a learning personality, and education shall be lifelong. Education becomes focused on the ability of everybody to acquire knowledge, as well as on the independent acquisition of knowledge. It becomes less important to know certain facts, but more important to have access to information, to understand how to search and interpret the information, turning it into new knowledge. Development of lifelong education means the availability of high quality systems of education on-the-job, and the development of skills necessary for self-education. At all stages of study it is necessary to pay special attention to the role of creative activity, entrepreneurship and civil qualities.

According to the Lisbon Declaration, a combination of two logics – the logic of education (development of abilities of a person), and the logic of business (best use of human resources) is a specific feature, and the innovative essence of the lifelong education strategy. New logic means the approximation of two systems – the system of general education, and the system of professional education.

There are the following important factors of professional competence development in the new system of education based on LLE principles: (a) ability to acquire knowledge; (b) elementary vocational education shall guarantee development of the minimum foundation for further professional training; (c) elementary vocational education is a basis for the development of skills ensuring employment and adaptability of people, and their further learning; (d) citizens and business structures themselves shall play a leading role in the development of the lifelong education strategy; (e) development of human capital requires investments from enterprises and relevant state policy; (f) for the purpose of development of lifelong education it is necessary to integrate different forms of learning in all areas

of life activity (so called “universal” education) during the whole life of a person (lifelong training), etc.

The notion “competence” is nowadays quite widely used. In the area of employment, it is gradually replacing such notions as “qualification”. Competence means the confirmed ability to use knowledge, know-how, skills, relations, and experience acquired in previous and new work situations. In the area of education and training, competence becomes a final target. In today’s situation, apart from special skills (technical competences) there is a need for so called “mobile” competences, i.e. competences that support the activity of persons in different labor areas making them more adaptable and flexible. Cognitive competences also become very important, they are called “new basic competences” and are required practically in all fields of life activity (mathematics, reading, writing, solving of problems, search and processing of information, communicative skills, including knowledge of foreign languages, interpersonal competences). Competences are mastered in the course of solving problems in real life activities (or in the situations approximated or simulating real labor situations), which require the use of interactive methods in the course of education.

Finally, it should be noted that the approach based on competences is a guarantee of improvement of the efficiency of the professional education system, which, in its turn, becomes an important factor in increasing the competitiveness of national economies that adopted this paradigm in education. New approaches in education on the basis of development of the system of competences mean rethinking of the role of the teacher, and the creation of innovative methodologies of training. Further development of professional education and training also requires special approaches to different target groups of students, among which one can see more and more adults.

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**ADULT EDUCATION
IN MULTICULTURAL COMMUNITIES.
THE CASE OF THE CITY
OF GDAŃSK HISTORY**

**M. Brodnicki
T. Maliszewski**

Adult education in multicultural communities shows the features that are typical for educational activities among adult members of religiously, linguistically, nationally or ethnically homogeneous communities, which have been analyzed for many years now [1]. At the same time, it has a characteristic rendering that is distinctive. Let us assume, modifying slightly the definition of a Polish author J. Nikitorowicz, that multicultural adult education should “take into consideration and respect ethnic, racial and cultural differences in the community, which entails various worldviews and culture concepts of the community members. Therefore, it is a process of a dialog of cultures, on the one hand protecting from standardization and cultural homogenization, on the other – from local egocentrism”. Also, intercultural communication means “transgressing the limits of one’s own culture [to] enrich oneself” [2]. So the aim of adult education within a multicultural community (e.g. a city or a region) should concentrate on preparing the “touching” groups (and people) to a dialog. Educating to respect what is different and to be open to the subjectified Other are thus significant aspects of both the ideas, the concepts of adult education and practical solutions (institutions) in a multicultural environment [3], while maintaining one’s own identity.

Gdańsk was such a multicultural place for many centuries. Numerous authors wrote it was a special city formed by the historical coincidences, located on a geographically, politically and economically particular land, which makes it a singular place inhabited by people of various cultures who, according to many sources, knew the meaning of the term *genius loci* well [4]. L. Mokrzecki underlined that “it was Gdańsk that played the part of a universal intermediary where cultural and intellectual models of Polish nobility and townsmen crossed with foreign traditions and customs, mainly German and Scottish” [5]. The Act of Prussian incorporation to the Crown of the Kingdom of Poland in 1454 was of chief importance to the progress of adult education in Gdańsk. Thanks to this act new opportunities for commerce growth, culture-forming and religious processes and science and art development. Already since mid-15th century the townsmen had been learning foreign languages they needed for trade. A fast growth of Gdańsk townsmen’s wealth, in turn, influenced the rise of intellectual and cultural ambitions and broadening the interests and tightening the contacts with foreign countries. The economic, political and social situation affected the line of scientific and cultural life development [6]. Improvement of professional skills by people working in harbors, shipyards and international trade became more important in 17th c. in dynamically growing cities like Gdańsk. Mathematics courses, geometry and technical drawing in particular, as well as “natural science courses for adults that have a general knowledge” were organized [7].

A thesis of Marcel Kosman is important in considerations on the place of adult education in the history of Gdańsk. The author observes that "Gdańsk, [being a place of] an international nature was an example of European metropolis implementing the ideas of religious tolerance" [8]. This opinion suggests that believers of every creed functioning in Gdańsk enjoyed the freedom of religion and could with no obstacles due to the predominant religion realize their religious and cultural ideas mainly among adults, who carried lively discussions and public debates on that subject. Thanks to its open attitude toward the different and the diverse, Gdańsk was the first Polish city to attract protestant religions. It was largely the protestants who created a strong scientific and cultural center in this city. We should remember that Protestantism encouraged also educational aspirations of adult citizens, following "an evangelical strain and an unquestioning assumption that the principal aim of adult education was to help those who had not been able to profit from initial education" [9]. New opinions on humanistic fields became more and more popular among Gdańsk citizens, they arose discussions, polemics and controversies. And so, for instance, the ideas of protestant hermeneutics were gradually introducing the need for understanding and dialog within religion. This steady change altered the nature of religious experience itself: "religion in its own confinement" was replaced by the concept of "religion as a dialog". The thirst for interreligious dialog created a new climate of trust, openness and brotherhood. The dialog itself became a condition of pluralism, which is illustrated by a protestant academic college since the second half of 16th c., where in the atmosphere of cross-cultural dialog a Calvinist was the rector and a Lutheran – the vice-rector.

Scientific influences from the West crossed in Gdańsk and frequent contact with foreign countries helped to promote the currents of renaissance and reformation. This spurred the process of emerging of a new social class of citizens with broad interests developed by auto-education (among others, by reading books and magazines), through speeches given on municipal rostra or during popular lectures organized by academic college professors of scientific societies etc. It all incited an opinion of adult education researchers that "Gdańsk [...] may be regarded as a city precursory to the popularization of knowledge" [10], as noticed B. Cyboran.

Diverse forms and offers of education for adult citizens of multicultural Gdańsk knew a particular growth in the 18th century. The first Enlightenment scientific society in Gdańsk, "Societas literaria" founded in 1720 was one of the first organizations that played a significant role in the development of Gdańsk adult education. Later, the activity of Natural Sciences Society ("Societas physicae experimentalis") also became an important factor in this field. The goal of the latter, which organized meetings of science enthusiasts every second week, was to seek for the truth hidden in natural phenomena yet unexplained by the means of observation and experiment. The range of scientific work and lectures for Gdańsk citizens covered nature research, astronomy, natural object collecting including organizing a natural science museum [11]. The society carried out and presented to the city's public experiments and observations in such fields as medicine, physics, ethnography, anthropology, meteorology, etc. A document by Ch. Wolff entitled "On experimental physics" constituted an example to follow of research

methods reflected in Natural Science Society's charter reading: "Positive results of observations and experiments of the research teams should be archived and published in print individually or collectively. On their publishing, the most interesting research should be once more repeated with addition of new components". The Society, basing on organization assumptions of Paris Academy, assumed extending the scope of activity beyond Gdańsk by choosing honorable members among renowned scientists and famous statesmen. What was new in the Society's structure, was division of the organization into departments gathering people of similar scientific interests and all the citizens interested in a given domain. A library was located on the Society's premises, as well as a set of various physical devices and an astronomical observatory (since 1783). The research results were propagated among the citizens in the form of very popular showings, readings, lectures and publications.

Since 1747 brochures on philosophy, mathematics, physics, biology and medicine were published for the citizens of Gdańsk. A strong emphasis was put on the organization of a natural science museum, which served a didactic purpose. Natural Science Society of Gdańsk gained esteem even far beyond the city borders. The king, the court officials, magnates, other cities authorities, etc. asked the Society for opinions and expertise. Thanks to the great importance of the Society since 1756 it was being prepared to be transformed into Polish Academy of Sciences [12].

City, being a social, cultural, economic, spatial, communal structure has always been an object of sensations, cognitions and considerations experienced by men. Living "somewhere" has always been a non-physical relation between entities, a relation known exclusively to men. This specific harmony created between a man and his surroundings is primarily of a spiritual nature because it is realized in the act of understanding the place where you are. People in their existence build their own relations with what surrounds them and thanks to these relations they become housemates of a given place, while the place becomes their home.

Gdańsk, being a home for its community, has always had a nature of a place where many different cultures met. Consequently, for centuries the city was assigning its adult habitants educational tasks in a way more distinct and inviting to dialog than other cities, and historically earlier.

Educational activities of adult Gdańsk citizens of 16th-18th c. even nowadays may serve as an illustration of how tasks set properly by a multicultural community to its members in the field of adult education can help it progress.

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EDUCATIONAL AREAS OF SENIOR ACTIVITY IN CONTEMPORARY EUROPE

M. Stawiak-Ososi ska

In today's world there have been enormous in recent years, demographic changes that are caused by immigration and a decline in births compared to deaths. These changes particularly affect Europe. European society is aging¹ at an alarming rate. The number of seniors has begun to increase dramatically and there have been fewer and fewer people of working age. It is estimated that currently there are around 605 million of elderly people. In Europe, seniors constitute more than one fifth of the society. In the EU at the beginning of 2010, there was a population of 501.1 million people, of which approximately 87.1 million were people aged 65 years and older. It has been estimated that by 2020 as much as 25 percent of EU's population will have exceeded 65 years².

Elderly people are not a homogenous group, and every stage of aging is characterized by different characteristics and requirements. Most EU countries appear to care for all seniors³, both those who are still at work (by preventing discrimination in the workplace based on age), as well as those who have gone to have a well-deserved rest. The latter are provided separate retirement and pension from each country in which they were insured. However, the internal laws of individual states govern ensuring social welfare to seniors. In recent years, more and more activity is also shown to improve the quality and conditions of life of elderly people to reduce their morbidity and disability. The main challenges, in this regard, are to provide seniors with universal access to "high-quality medical care while ensuring the financial soundness of the health care system (...)" and to provide them with adequate pensions across the EU"⁴. More and more attention is paid to the activation of this social group, promoting the so-called. "Active aging",

¹ Aging is a biological, psychological and social process effecting life of the unit. It is therefore difficult to clearly define an affiliation of seniors to a certain group, because there is no unanimity as to the contractual threshold of old age. The social feeling for elderly age begins with retirement. Senility, however, cannot be reduced to be achieved by a certain chronological age, because it is an individual process taking place in the human mind rather than biological in nature. See. Europe for Seniors - Seniors for Europe. Grundtvig beneficiaries about the benefits of European cooperation, p.1-2, http://www.grundtvig.org.pl/sites/grundtvig.org.pl/files/europa_seniorom-seniorzy_europie.pdf

² The published data show that there has been a particularly rapid growth in the number of elderly people in recent years in Slovenia, Germany, Italy, Greece and the Baltic EU Member States. Detailed data on the progressive aging of Europe see. Active Ageing and Solidarity between Generations. Statistical Portrait of the European Union 2012, p.19, in; http://analizy.mpips.gov.pl/images/stories/publ_i_raporty/ER2012/final_statystyczny_portret UE_pl.pdf

³ Activities for seniors have been strongly emphasized in the UE for a long time. It could be seen through the European Year of Elderly People and Solidarity between Generations (1993), in the development of the European Social Charter, and the International Year of Senior (1999), whose priority was to aim at "Society for People of All Ages," which encouraged activation of the elderly. The crowning of the efforts for the elderly people is the provision of the latest EU document, the Charter of Fundamental Rights, where we read that "the Union recognizes and respects the rights of the elderly to live a dignified and independent life and to participate in social and cultural life" (Article 25) http://www.grundtvig.org.pl/sites/grundtvig.org.pl/files/europa_seniorom-seniorzy_europie.pdf

⁴ <http://www.twojajeuropa.pl/3643/europejski-dzien-seniora>

as an increasing number of seniors want to continue spending their free time¹ in an active and creative way after their retirement.

One form of activation is to educate seniors having a slightly different form than the education of young people, but it plays a considerable role in the acquisition of new skills and competencies necessary for the proper functioning in everyday life. Teaching of the elderly requires the autonomous approach, the use of flexible solutions, interactivity². From 1 January 2007 until the end of 2013 the EU's Education System Development Foundation runs a program "Learning for Life" ("Life Long Learning"), whose purpose is to "promote intercultural dialogue, self-realization and entrepreneurship exercise among the elderly." In addition, the Grundtvig program covers a wide range of projects supporting the education of adults and the elderly³.

Education of elderly people in many countries is gaining more and more supporters every year. This applies to both entertainment activities, as well as the typical education⁴. Senior citizens are aware of the fact that many of their professional skills have already devalued, and by updating existing knowledge and acquiring new skills will not be thrown out of public life. Therefore, in recent years they have been becoming more and more serious educational clients on the market and have been instructed to help them raise the awareness and knowledge of health, as well as to acquire certain practical skills, such as use of new web tools, management of an online bank account, etc., but above all maintain human relationships and develop interests.

In response to public demand in all the countries of Europe education institutions for seniors are formed, focused on the intellectual, psychological, physical and social activation of the elderly. Bodies which have rich traditions⁵ and remarkable experience in teaching seniors are Universities of the Third Age (UTA)⁶. UTA are grassroots of social movement that meets with great kindness of scientists, local authorities and various social groups⁷. Universities operate under the auspices of universities, community centers, libraries, day care homes and welfare centers. Attending classes at UTA seniors have the opportunity to meet many interesting people (politicians, media, artists, social activists, scientists, etc.).

¹ Mainly by preventing the isolation of elderly people and involving them in projects of intergenerational integration. For active aging involves: aging in good health, active participation in social life, fulfillment in life and more independence in everyday life. Active aging is also improving the functioning of the elderly, so that they can remain independent for as long as possible.

² <http://m.onet.pl/wiadomosci/kraj,lnz7n>

³ Ibid.

⁴ "According to the WHO, a solid education at a young age, combined with the ability to learn throughout life enables people in later life to adapt better to a changing environment, and preserve the autonomy and independence", <http://www.edunews.pl/badania-i-debaty/badania/482>

⁵ For more see. J. Halicki, Education of seniors in terms of the theory of competence. Comparative historical study, Białystok 2000, p.42-51.

⁶ In view of the fact that UTA operate in different cultures, different models of these institutions have developed: a model of recreation (set to travel, sightseeing, tourist events), model-oriented on self-education circles, animators running studio circles; diversified business leading model including professional pro activity. The O. Czerniawska, University of the Third Age, 30 years of operation. The Changes, Dilemmas and Expectations in the Era of Post-modern, "Chowanna" 2009, Volume № 2, p.99.

⁷ Mogielnicka M. The Role of Activity in the Lives of Elderly People - a program workshop "Add Life to Years", in: Life at Old Age, edited by B. Bugajski, Szczecin 2007, p.374.

The main objective of UTA is to stimulate the elderly¹. Educational opportunities are flexible, typically tailored to the needs and interests of the students. "Appropriate selection of the content of lectures, understanding of social and political, scientific and technological achievements of the changing environment in which modern man lives stimulates its further development and prevents remaining behind progress"². Currently, among the classes taught at UTA there are popular science lectures on various subjects (much interest among others are lectures in the field of medicine, nutrition, gardening, law, history, sexuality of the elderly), and senior students are ,moreover, involved in computer classes, workshops, psychological (e.g. in-service workshops with memory), literature, art, theater, singing, cabaret, recreational gymnastics classes, cooking classes, mobility and rehabilitation, tourism sightseeing tours, outdoor events, learn foreign languages, dance, as well as resting and helping others³. Places where educational activities are implemented for senior citizens are now also various cultural and scientific institutions, theatres, libraries, museums, community centers and, above all, a specially appointed senior clubs. In the community centers and other facilities seniors can attend courses and trainings in many areas of life. In all types of institutions, the most popular among seniors are courses in ICT, foreign language, dance, art and specialist courses which prepare them for employment at extra work. These types of classes are usually in groups of, from several to over a dozen people, under the guidance of qualified coaches and teachers.

Over the last few years, particular emphasis in all EU countries has been put on, media education courses. The technological revolution – computers, the Internet, mobile phones, and credit cards, have changed daily reality in which there are also seniors. To dispense with the concerns and fears to those of modern equipment it is necessary to prepare the social group for skillful use of the new media⁴. In the context of developing the information society and to gradually transfer most of human activity into the cyberspace, the use of information and communication technologies is one of the basic skills to effectively meet their needs, self-fulfillment and social integration. With the rapid growth of electronic media, especially interactive multimedia it becomes extremely important to provide elderly people with the opportunity to acquire skills to use them. Digital networks enable the people to communicate in daily life and remain independent for as long as possible. It is particularly important for today's seniors to master the skills of using the Internet, because through the use of various websites and e-mails senior citizens gain the ability to track events taking place outside of their home and maintain regular contact with family members who live far away and friends. These contacts are often intensified by the skills of operating Skype communicator or

¹ A. Błachnio, *Senility Non-profit , voluntary organizations at the Universities of the Third Age in Poland and around the world*, Bydgoszcz 2012, p.93.

² A. Błachnio, *Senility Non-profit ...* , p. 94.

³ O. Jabłonko, *Education in the Lives of Seniors*, in: *Seniors in Society - A Society for the Elderly*, edited by M. Makuch, D. Moron, Wrocław 2011, p. 104.

⁴ The importance of media education for the elderly is emphasized by the European Parliament draft resolution on media literacy in the digital environment, indicating that media education must include all citizens: children, youth, adults, the elderly and people with disabilities. See: Committee of Culture and Education 2008/2129 (INI), in: http://www.europarl.europa.eu/meetdocs/2004_2009/documents/pr/736/736453/736453pl.pdf

similar applications enabling mutual vision. Internet chat rooms can allow elderly people, who are often condemned to remaining at home, to contact people with similar interests, and thereby reduce their isolation¹.

A crucial element of the online education is the ability to use e-health tools, involving all sorts of ICT applications for disease prevention, diagnosis, treatment, control, and conduct a healthy lifestyle. Tools of this kind are used, inter alia, for the communication between the patient and the providers of the healthcare industry, the transfer of data between institutions and direct contacts both between patients and health care professionals. They may also include a network of health information, electronic records, telemedicine services and portable or wearable devices for the communication, used to support and monitor the patient's health². "The e-health can be very helpful especially for those who, for various reasons, will have a long time to stay at home. Students at online courses are also prepared for self-shopping network. This ability may be necessary, and bring tangible benefits to those who have mobility problems. Here, it is important to sensitize students to what dangers they may be exposed using the Internet service³.

An extremely valuable skill acquired during the course of using the Internet service is operating of an individual bank account. For many seniors this is a huge barrier. They wary the volume of information that is completely new to them and incomprehensible. Banking, logining in, passwords, pins, a lot of signatures and envelopes with mysterious numbers – for seniors is (usually) an insurmountable barrier. This situation is changed at courses in which students are familiarized with the safety regulations, operating bank accounts over the Internet, learn how to process, check balances, make transfers, etc⁴. Having mastered these skills they become more available, independent, self-reliant. Ability to use the Internet is slowly beginning to be used by senior citizens for e-learning. This type of education starts to be used mainly by retirees who have access to technical innovations. This form of education makes it possible through video or audio conferences to contact the prominent figures of social, economic, medical and artistic life, etc. at a distance. For many seniors using e-learning is still a huge barrier, but they realize that by such education they can expand their knowledge, meet a huge crowd of their peers from around the world in the Network⁵.

Education is important at every stage of life, even at an elderly age. Today, more and more elderly people have benefited from various training opportunities (just a pity that they are not available to the same extent in all Member States). Seniors realize that "Education without coercion, without the need to acquire a profession, enhancing skills, but voluntary (...) becomes a way to realize their own humanity, their own experience of being"⁶. The share of elderly people in groups organized by local communities and non-governmental organizations is an

¹ <http://wiadomosci.ngo.pl/wiadomosci/826819.html>

² <http://www.ezdrowie.lodzkie.pl/index.php?id=64>

³ <http://wiadomosci.ngo.pl/wiadomosci/826819.html>

⁴ http://di.com.pl/news/43922,0,Jak_nauczyc_seniora_obslugi_internetu.html # continue

⁵ N. Walter, *New Media in the life of an old man, in old age in the perspective of teacher education*, edited by A. Tokaj, Leszno 2008, p. 163–164.

⁶ A. Majewska-Kafarowska, *Education (seniors?) In the process of Social Rehabilitation of the Aging Population, "Chowanna" 2009, Volume No. 2, p.222.*

important source of informal learning. Learning positively effects self-esteem of seniors, and being in the peer group plays an important function of revitalization¹. With the new capabilities offered by the present, educationally active seniors do not feel isolated and useless. The personalities of the students have been undergoing visible positive changes. They become confident, creative, take initiative, attend various types of additional training classes, improving their overall physical and mental fitness and active citizenship. They are also more communicative, more likely to turn to friends and family.

These positive developments could have been influenced by the computer and the Internet training, for new digital technologies determine fundamental changes of communication models and relationships. Media Education organized for seniors can resist the stereotypes and dispel the myth that older people are people of the third category, people almost useless, limited by afflictions of age or illness. Media contribute to the cheerful experience of elderly age, activity and satisfaction, optimism and spiritual joy.

¹ A. Błachnio, Senility Non profit ... , p.95.

PREPARATION OF FUTURE TEACHERS TO PRESERVATION AND INCREASE OF THE PRESCHOOL CHILDREN HEALTH RESOURCES

N. G. Lavrentieva

In today's world, processes of information support and an increase in the pace of life dictate the need to intensify the development of children for a more successful adaptation to conditions of the surrounding environment. Qualities and habits of the preschool children are developed very quickly. According to the rule of B. Bloom, the intellect of a child during the first four years of life may be improved by means of optimization of the external influence by 10 IQ points, from the ages of 4-8, by 6 points, and from the ages of 8-12, by 4 points [6]. V. P. Efroimson states that the intellect of a nine year old child foretells future achievements very accurately, which is why the roles of parents and tutors in the development of a child's personality, are very important [5]. The quick pace of physical and mental development is typical for children. However, depending of the external conditions and social situation of a child's development, it may have a questionable impact upon the health of children. On the one hand, the intensification of development may facilitate more successful intellectual development, socialization of children, their adaptation to the environment, and thus increase health resources, and on the other hand, may result in fatigue, depletion of health resources and a deterioration of the quality of life of a child. In pursuit of intensification of intellectual development, adults sometimes abuse laws of development, and children have to pay a high price in the form of their physical health. Morphological and functional disorder is the price paid for adaptation [2], which in such case has negative consequences.

In view of the dependence of a preschool child on adults, social conditions of development are the factor that determines the preservation and increase of a child's health resources. In this context, the purposeful professional preparation of tutors to create conditions at a preschool establishment for the preservation and increase in a child's health resources, as well as organization of work with parents, is very important. Teachers, psychologists and neurophysiologists carry out research in this field, but unfortunately, these issues are still not covered by the federal state standard of higher professional education of preschool children. This task for preschool professions and profiles of professional preparation of bachelors at the Zabaikalye State University is implemented within the scope of the developed elective course "Pedagogy of Health". The course consists of four modules. The first module includes theoretical foundations of the pedagogy of health, the second – the influence of factors upon the human body and internal mechanisms of protection, the third one – an action-focused approach in education as a basis for the self-regulation and self-development of a child, and the fourth one – the system of activity of educational institutions with regard to the creation of conditions for the preservation and development of a child's health resources.

First of all, the course is to demonstrate the integrative approach to such a notion as the “health of a person”. The notion of health in the dictionary of S.I. Ozhegov and N.Y. Schvedova is defined as correct, normal life activity of a human body, and its full physical and psychological health [2]. At the present time, scientists consider health as a state of balance between the requirements of the environment and forces of the body, and use a complex approach to such a definition as “health”. They mention three components of health: (1) physical development determines physical (biological) health of a child; (2) psychological development – psychological health; (3) social development – social health. E. N. Dzyatkovskaya considers health as a natural state of a body, which is a demonstration of its optimal self-regulation, harmonic interaction of all organs and systems and dynamic balance with the environment [2]. Health, as a life potential, the ability of a body to overcome natural physical and emotional loads, and take enjoyment in life, is defined by E.E. Godik [1]. After understanding of the essence of such a category as “health” we should consider activity as a factor of development, adaptation and health of children based on the theoretical research of today’s neurophysiologic, psychological, pedagogical research.

During a study of the impact of external factors on a human body, it is necessary to single out the diversity of macro stress factors and micro stress factors in the environment surrounding a child, and their impact upon the development, physical, psychological and social wellbeing of a child. Besides, it is important to study the strategies of functioning of a human body, to pay attention to the limits of tolerance of a body to stress factors, the integrative character of activity of a body, and internal mechanisms of protection. Special attention in preparation of students shall be paid to education as a factor of implementation of the development strategy, and one of the adaptation mechanisms of a human body. In explaining such a notion as “educational stresses”, we should prepare students for the understanding of professional competence as a basic factor of preservation and development of the health resources of children. To demonstrate the influence of educational activity upon the building experience of regulation of activity in the system “body – environment”, the development of the self-development and self-regulation ability of children are seen as basic mechanisms of improvement of their health resources. To teach students how to understand that with establishment of the humanistic paradigm in education and personality-focused educational process, apprehension of the inherent worth of childhood changes fundamentally.

Analysis of the activity of a preschool educational establishment with regard to the creation of conditions for preservation and development of the children’s health resources shall be carried out based on the system approach. In the process of analysis, it is expedient to single out the following components: (a) creative activity of the management system focused on health; (b) availability of the environment favorable for the preservation and development of health; (c) the availability of conditions for professional development of teachers in this area; (d) cooperation with a family in the issues of preservation and development of health resources of children; (e) design of health preserving and health developing technologies in the pedagogical process. In design of the pedagogical technologies, it is necessary to guarantee a value-based attitude to each child and

childhood as the essential period of the life of a person. In determination of the dietary regime, sleep schedule, and physical activity, it is very important to use an individual approach to children, and take into account their individual characteristics and their neuropsychological organization. It is possible to analyze together with students specific pedagogical situations, for example, a choice of specific approaches for the organization of sleep of hyperactive children, to limit the physical load for children with weak nervous system, and with signs of astenisation, in accordance with the capabilities of their bodies in order to avoid fatigue, etc.

Thus, the purposeful preparation of future teachers makes it possible to understand that the physical, psychological and social activities of a child in a kindergarten are determined by the pedagogical conditions and have a direct impact upon development of the subjective qualities of a child's personality, development of mechanisms of preservation, and improvement of a child's health resources.

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**EXPERIENCING THE VALUE OF ONESELF
BY SENIORS IN THE PROCESS
OF LIFELONG LEARNING
FROM THE PERSPECTIVE OF AXIOLOGICAL
DIMENSION ON THIS PROCESS**

U. Ostrowska

A few preliminary observations. The idea of lifelong learning is one of the main challenges of today's rapidly changing world. Fundamental social changes, especially those such as globalization, diversification of lifestyles, demographic changes, including the lengthening of life expectancy and aging of societies, have led to the emergence of the concept of a "learning society". The culture of continuous learning and development of people of all ages, at all levels and in all possible areas, is being popularized in a "learning society". Such a society is seen as capable of taking today's tasks and addressing the challenges of the future. The issues in this area are the subject of interest of representatives of various academic disciplines, especially educators, psychologists, sociologists, and others. However, due to the lengthening of human life and aging of societies, as well as due to the growth of aspirations of the elderly, there is a need to address these issues of increasing complexity over and over again, in order to, on the one hand, meet half way the expectations of the people operating in an intensively changing world and provide the sustainable development of current and future generations, on the other. The issue of supporting and motivating older people in the process of education undertaken by them in old age is of paramount importance in this problem area. It is in its essence that the process of acquiring new knowledge by older people is unique for this particular reason that in old age individual characteristics of each person involved in education play a substantial role, in particular their socio-cultural development, resources of knowledge and experience, as well as their physical and psychological condition.

Constitutive dimensions of the concept of lifelong learning for sustainable development with particular emphasis on the axiological dimension. In the process of lifelong learning continuous education for sustainable development one can distinguish various constitutive dimensions, in particular such as: (a) biogenetic "□ & M d %y

oneself; ¹ (e) **intergenerational** – the role of intergenerational support in the process of teaching/learning, elimination of stereotypes, overcoming prejudices and mutual respect for people of different generations, having different knowledge and experience, exchanging diverse educational, vocational, and life experience in the course of learning from each other; ² (f) **structural** – in a spatial arrangement at the national, regional, local, and continental level, taking into account global trends in this area; (g) **social** – the manifestation of "social forces" in the implementation of the idea of a "learning society", promoting active and flexible citizenship of seniors; (h) **institutional** – the role of educational and non-educational organizations (e.g. those organizing various types of training) in support of those involved in the lifelong learning process, developing cooperation between different organizations and companies initiating processes of education in a "learning society" (see Fig. 1).

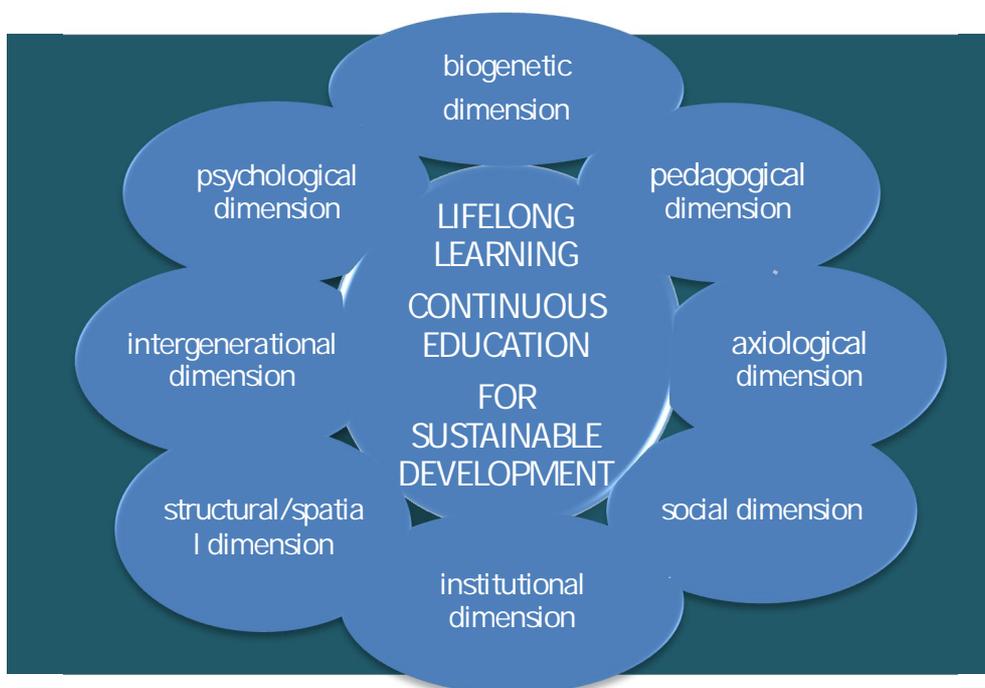


Fig. 1. Constitutive dimensions of the concept of lifelong learning for sustainable development

Each of the dimensions of lifelong learning for sustainable development listed in Figure 1 can be considered from diverse problem perspectives, taking into account, on the one hand, the issue of potential fostering opportunities and, on the

¹ Cf Tchorzewski, A.M. (Ed.) *Experiencing the value of oneself in the educations processes*, Wydawnictwo Wyższej Szkoły Pedagogicznej w Bydgoszczy, Bydgoszcz 1997.

² Cf Krappmann, L./ Lepenies, A. (Eds.) *Alt Und Jung*, Frankfurt am Main, 1997.

other hand, constraints (barriers) hindering the implementation of the idea of a "learning society". Such a research approach is important for many reasons, especially considering that each of the selected constitutive dimensions of lifelong learning for sustainable development constructs a system of synergistically related elements, whose interaction guarantees greater results than the sum of individual actions.

However, due to limited space in this text, I am going to address a little more in detail only one of the dimensions of the concept of lifelong learning for sustainable development, namely the axiological dimension, which in the literature of the subject is usually overlooked or, indeed, sometimes only indicated as accompanying the other issues considered. Meanwhile, any education, including lifelong learning, is a process that cannot be accomplished outside the realm of values. Being a value himself, man needs a wide variety of values for his life and development. Their number, importance and rank often change in the course of human life¹. Acting in the anthropospheric *universe*, almost from the beginning of his rational existence and right to the very end of life, man almost constantly engages in evaluative processes. Values preferred by people are very different, and they prompt reflection for many reasons. Out of these, it is reasonable to perceive man as a being of a project or transcendence. Such an approach clearly falls within the concept of lifelong learning for sustainable development, given that the "essence of humanity implies its transcendence, its constant crossing itself and going beyond itself, always towards and always for. Crossing oneself, building man in oneself, but not only for oneself"². Looking from such a problem perspective, one recognizes the necessity of experiencing the value of oneself, of man involved in the process of lifelong learning, including especially those studying in old age. This process of learning serves not only the purpose of acquiring knowledge, but is considered a key factor affecting man's active, healthy and successful aging, in one word, a factor determining his well-being.³

However, the process of experiencing man during his life keeps swelling invariably as a current of a river, so man can and should permanently experience himself over and over again. For man in his existence as a person changes, develops, and improves himself, being immersed in a reality that also undergoes constant transpositions. Within the *universe* of the axiological anthroposphere, it is exclusively man that is given the ability to experience the value of himself and, at the same time, the conscious ability to experience other values⁴ (see Fig. 2). Yet

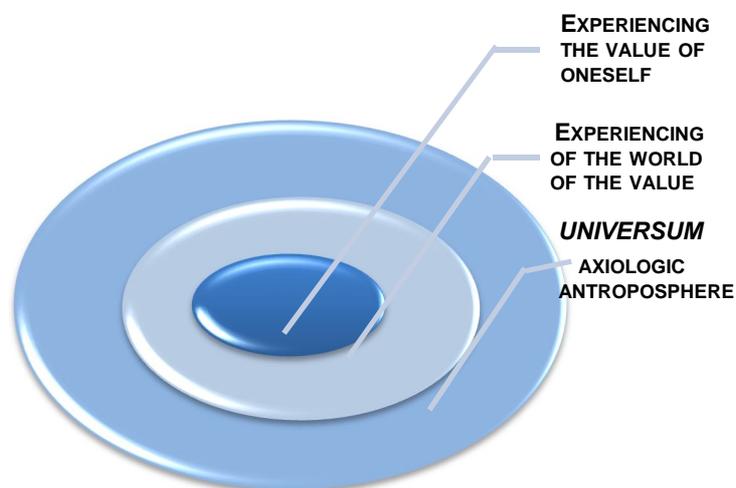
¹ Cf Ostrowska, U., *Axiological foundations of education*, in: B. Śliwerski (Ed.), *Pedagogy. Fundamentals of educational sciences*, Gdańskie Wydawnictwo Pedagogiczne, Gdańsk, Volume 1, Gdańsk, 2006, p. 391–415.

² Stróżewski, W., *In the circle of values*, Kraków, Zak, 1992.

³ Cf Thornton, J. E., *Life-Span Learning: A developmental perspective*. In: *The International Journal of Aging and Human Development*, Volume 57, Number 1/2003, p. 55–76.

⁴ The category of values encountering and experiencing oneself by rich one has the ability to experience Rother values of the rich universum of the axiologic antroposphere I recognized in terms of ontology as an on-going for the existing subject open state/movement/process which lasts/is in making – "to on" (from Grek) – this what is (Cf Ostrowska, U., *Experiencing the educational values at academic level*, Wydawnictwo Akademii Techniczno-Rolniczej w Bydgoszczy, Bydgoszcz 1988).

the environment which man lives in, the educational processes which he participates in, and especially individual predispositions of a person decide whether and to what extent this ability to experience oneself and other values of the *universe* of the axiological anthroposphere will evolve and get refined in the course of man's life or, quite the opposite, will be lost. Although man - as he ages - generally seeks to achieve a certain stability in life, even the axiological one, in the face of more and more new experiences and gradual enrichment of his knowledge, he displays, as a person, a natural tendency to verify all that he has managed to achieve, what he has experienced and, as a result of that - following a creative course of doubt - at the same time makes changes to his life, sometimes quite substantial ones. In other words, man feels a need to achieve something more and makes an effort to go beyond the current *status quo*.



Source: own concept

Fig. 2. Experiencing the value of himself and other values universum axiologic antroposphere

Experiencing the value of himself is given and at the same time set to man for the rest of his life. Thus, one can never consider this experiencing the value of oneself and other values to be a process definitively completed. More than that, experiencing the value of himself and other values, man has an opportunity to become convinced over and over again that, despite the elapse of time, there is something in him that invariably prevails, while every moment of his life is both new and unique in the sense of literal reproducibility.

A few closing remarks. The road towards experiencing the value of oneself by man (self-acceptance¹, self-esteem)² undertaking the tasks and challenges of lifelong learning is, in the very nature of things, neither an easy nor simple one.

¹ Cf Johnson, D. W., *Reaching Out: interpersonal effectiveness and self-actualization*, prentice-Hall, Englewood Cliffs, New Jersey, 1981.

² Cf Rex, J. & Swindley, D., *Awaken Your Inter Power*, Element, Shaftesbury, 1995.

Placing oneself on this road requires concentration, effort and perseverance in the obligations taken on. Above all, this *via aurea* unfolds rewarding horizons as a result leading to the achievement of goals that are important, even indispensable, for human existence. Along the way, however, one should remember Socrates' still valid call: *Gnothi seauton* – *get to know yourself*, for the investigation of who you really are is, in its entirety, a reliable basis to answer the question of what one is becoming, and as a result of that – what one aspires to¹.

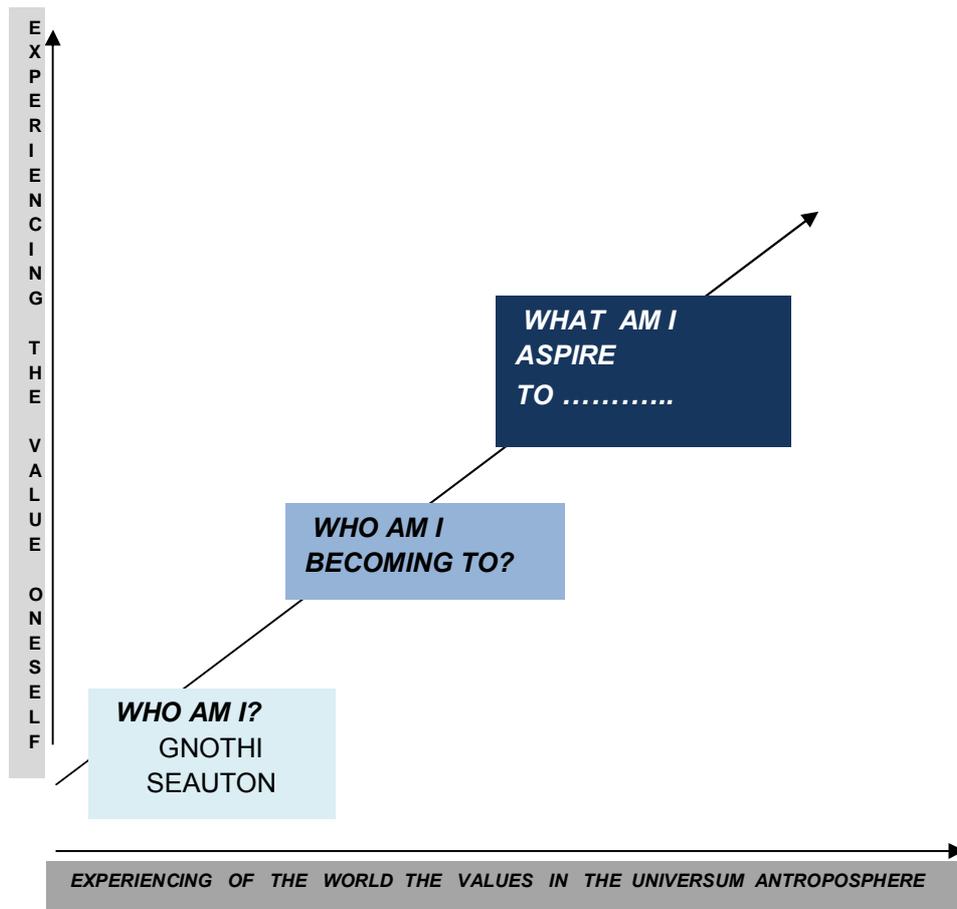


Fig. 3. The stages of the hierarchical structure of experiencing the value of himself and other values universum axiologic antroposphere
Source: own concept

¹ From childhood the people developing self esteem and self concept. As life nurtures and challenges our personal growth, our experiences and impressions form the basis of evolution our beliefs and values.

Seniors' involvement in the process of lifelong learning gives them a chance to experience the value of themselves, thus forming a basis for experiencing other values of the anthropospheric *universe*. Undertaking learning activities by older people brings clear advantages, especially in terms of achieving the welfare of their lives, increasing their sense of responsibility for themselves, the satisfaction of achievement, and improvement of health, and it also provides them with opportunities to actively participate in social life.

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THE PSYCHOPHYSIOLOGICAL APPROACH TO PROTECTING IN THE CONTINUING EDUCATION SYSTEM

S.A. Kuptsova

The health of school and university students in Russia is a major problem for contemporary society. According to specialists of the Research Institute of Hygiene and Health Protection, recent years have witnessed the following negative trends in student health: (a) significant reduction of the number of completely healthy school students; (b) rapid increase in the number of functional disturbances and chronic diseases; (c) sharp growth in the share of pathology of digestive organs, locomotor systems, kidneys, and visual impairment; and (d) a growing number of students with several diagnoses. The reasons for such poor health are unbalanced nutrition, an inefficiently constructed system of physical education, learning and information overloads, and the generally stressful system for organization of the educational process. Health is also negatively affected by the unfavorable ecological situation and lack of healthy lifestyle culture.

The significance of the problem of health protection to society is evidenced by the effective Law of the RF "On Education" and the new Federal Law "On Education in the Russian Federation," the Law "On Sanitary-Epidemiological Well-Being of the Population," the program of development of education in the educational system of Russia, national projects ("Health" and "Education"), and other regulatory acts.

The category of psychological health has been studied by many Russian scientists. The most significant research on psychophysiological characteristics of school and university students in the learning process refer to the 1970–80s. On the whole, the problem of healthy lifestyle formation has been studied in the works of Russian philosophers, educators, and psychologists. The presently identified notions are "physical health," "mental health," "psychological health," and "social health." From the point of view of the system-subject approach, health comprises both the physiological and psychological components and is a component of a holistic personality. All this allows introduction of the notion of "psychophysiological health" (PPH). The lack of elaboration of the category and its structural organization is of special interest and opens new possibilities for systemic study of health through psychophysiological programming of a healthy lifestyle in the process of learning, and its support and correction.

Psychophysiological data show that the loads in the study process exceeding the adaptive abilities of a healthy person cause various psychophysiological deviations from the norm in all systems of the body, resulting in emergence of psychosomatic diseases. Alongside this, the new standard of education increases the share of individual studies, and is oriented toward the high interest and involvement of the learner in the process of learning. Oral examination was replaced with test forms of control, and a ranking system of achievement appraisal was introduced. A great number of people simultaneously study in different programs and forms in different educational institutions. The current social

and economic conditions have increased the number of people with two or three higher education degrees on the labor market. As concluded by researchers, the present system for assessment of the quality of university education is generally not aimed at regarding the psychophysiological parameters of learners. It is also known that the level of health becomes more dependent on the quality of the ecological environment. Study of the influence of environmental parameters on the learner also becomes relevant. As noted by researchers, small towns have many additional factors of strenuous life conditions related to specific features of access to information necessary for individual learning.

Thus, the issue arises regarding creation of an integral system for psychophysiological support of the learner in different conditions of receiving education, as well as for various age groups, with a view to building a person-oriented type of education. This provision is especially significant for development of the society. The task of today is to teach people who will stop the utilitarian tradition of wasting time and health and will be capable of a competent attitude toward the possibilities and reserves of the human body. It should be emphasized that in the present conditions of psychophysiological and ecological stress, the problem of preserving, maintaining, and correcting health in the continuing education system is of special importance for the megalopolises and small towns of Russia.

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**TOWARDS THE ISSUE OF
ANDRAGOGICAL COMPETENCE
OF TEACHERS OF ADULTS**

S. G. Vershlovsky

Continuously updating knowledge and skills is not just a right, but also a duty of every adult to themselves, to others, and to society as a whole. This attitude to education cannot be shaped by governments, public organizations or relevant institutions without active contribution from those who are involved in the interactions with adults. These represent quite a wide range of specialists, including teachers in postgraduate and additional education, consultants, experts, tutors, administrators, resource teachers, inspectors, and social workers. Modern life sets a number of requirements for the level of their andragogical competence. The structure of this competence may be presented as follows (see the Table below).

Classification of andragogical competence of teachers of adults

Table

Competence type	Competence set	Competence characteristics
Basic competencies of teachers in postgraduate education as an andragogue	Subject-specific (scientific)	Ability to be conversant in age-specific, personal, psycho-physiological, social and professional features of adult learners. Ability to be conversant in the system of psychological and didactic knowledge pertaining to adult education. Ability to follow the principles of adult education in teaching
	Organizational and methodological	Ability to create optimal (intellectual and physical) loads for adult learners. Ability to rely on professional and personal experience of adult learners. Ability to select and arrange educational content in line with demands of adult learners. Ability to take into account wishes of adult learners to learn under individual programs. Ability to engage a group in active interactions. Ability to conduct psychological and andragogical diagnostics. Ability to conduct group sessions and individual work with adult learners. Ability to use verbal and non-verbal communication means to promote communication with adult learners. Ability to efficiently use time resources in teaching teachers. Ability to arrange for self-guided work of learners
	Socio-psychosocial	Ability to take into account gender-specific characteristics of adult learners. Willingness to treat an adult as a personality capable of creative self-realization. Ability to treat an adult learner as an actor of the educational process. Ability to take into account individual thinking characteristics of adults. Ability to arrange for investigating the quality of andragogical training of learners, analyze and interpret the results

	Personal	Ability to critically evaluate one's own activities as an andragogue. Willingness to improve one's own andragogical competence. Ability to perceive oneself as a moderator, a specialist working with a group of adults on the basis of equality and dialogue. Ability to cooperate with colleagues on issues of andragogy. Ability to use innovative experience in one's own activities
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This classification of competences gives an idea of the essential characteristics of andragogical activity as a special type associated with teaching, counseling, providing social aid and acting as a manager in the adult learning environment.

Surveys conducted among teachers in advanced training show that these qualities are represented in their activities in different ways. For our purpose, we can identify a few groups of teachers depending on the degree of representation of andragogical orientations in their professional activities and the "scale" of socio-professional identity in this area.

The first group identify themselves with subject-specific specialists. This understanding of their professional role causes them to follow the trivial principle: "Know your subject and explain it clearly". In other words, supporters of this position pursue the usual approach to teaching as transmission of the latest information in the specialty area. This viewpoint was developed in the years when psychological and pedagogical sciences limited their scope of interest to children. Despite the availability of quite serious research in adult psychology, the purely "object-centered" approach to students is still quite common nowadays. It is noted that the higher professional competence of teachers as specialists in their subject is, the more neutral they are about the art of teaching. Their activity prevails over independence and activity of learners. Many teachers in this group are convinced that research in teaching technology cannot produce practically significant results to the same extent as solving practical (scientific) tasks can. Such specialists are valued for high professional competence, but the subject often isolates them from learners, creating a "semantic barrier".

The second group of teachers has a wider "scale" of andragogical identity, including awareness of the special characteristics of teaching adults. Teachers in this group are active in searches for the most effective methods and means of teaching. Being interested in didactic and methodological issues drives them to think about the goals and models of teaching, methods of organizing collaboration, and criteria of the efficiency of the educational process. Hence, a wider selection of programs, projects and methodological materials. Their research often addresses not only the subject-specific area, but also their own teaching activities. Benchmarking their work against colleagues and assessing their own educational strategy underlie the enhancement of teacher's professional skills as an andragogue. But despite the significance of this position, the learning process does not acquire meaning for adults in its own right, but only facilitates their adaptation to different aspects of professional activity (skills improvement, mastering a new profession, etc.). The narrow didactical attitudes of these teachers are supported by students who treat the process of gaining new knowledge in a rather utilitarian way. In this case, learning exhausts itself as soon as the goal set by adults when

entering the educational process is achieved. Inexhaustibility and continuity of education is more of a symbol than a reality.

The real continuity of education is provided by *the third group* of teachers who involve adults in educational activity in such a way so that learning becomes a means of skillful interpretation and solution of significant social and professional problems. Many Russian and foreign scholars note the need to pay attention to this aspect of adult education. Thus, the American researcher in adult education J.W. Apss opposes a purely adaptive function of education to its capabilities of development: "When building teaching on solving individual problems, we ignore larger social problems. Teaching is centered not on the needs of an individual, but around the problem and its solution for the life of human society."¹ In fact, this is the position of a *facilitator* who analyzes one's actions, is able to interpret the learning content, or a question or comment of a student in such a way so as to promote a deeper understanding of professional and social problems not only by an individual, but by the audience as a whole. In this case, there are additional opportunities for satisfying not only explicit, but also implicit needs of students. This position is opposed to the "consumption" orientation of education which is based on the statement that "students should be taught what they want to know". The teacher should anticipate demands of the adult learner audience and be able to predict what they will need in the future, and not only "here and now".

Andragogical orientation of the educational process requires specialists of a certain kind who realize "subject-specific" problems in the broad context of socio-professional problems. This "transcendent" position causes a qualitative transformation of the nature of the educational process itself. It becomes truly dialogical, based on the equality of personality involved in collaborative activities. We can conclude that in this case, a dialogue becomes a means of developing a free personality on the one hand, and an indication of the democratic atmosphere in the educational institution on the other. In fact, it is only in this case that the educational process becomes continuous. The teacher is, in turn, enabled to get deeper insight and even reconsider his or her point of view. The ability for reflection which develops in this case is an important incentive for the involvement of the teacher in the educational process. Teachers of this kind are rather few, but paradoxically, they are more frequently found in adult education than in school or even higher education. Life experience and the general culture of such teachers play an essential role in their development. But the significance of these qualities does not make the problem of andragogical training less relevant. There is already some experience of training teachers of additional education in this country (for example, in the Krasnoyarsk Teachers Training University, and in the Pskov Office of the Znanie Society, etc.). "Andragogical education" constitutes the main research and practice content of the activities of the Pedagogy and Andragogy Department in the St.Petersburg Academy of Postgraduate Pedagogical Education. In this paper, we can identify a few stages: *the first stage* is designed to train a group of moderators who will be able to teach teachers of advanced training in the basics of andragogy. A detailed review of the methods used by the

¹ Apss J. W. Mastering the teaching of adults. – Florida. 1991. P. 87.

Department is found in a special resource book¹; *the second stage* is aimed at "transferring" knowledge and abilities to the classroom. To this end, a special program was developed. Every session was designed to introduce students to the problems of adult education, and was educational in nature, enabling the students to master the basics of adult teaching based on their own experience in an adult-specific manner. Every session was concluded with reflection that helped students to critically evaluate their own "andragogical development; *the third stage* was designed to further extend the audience for whom andragogical knowledge becomes objectively necessary. A special 72-hour program was designed for resource teachers. Training under the program is currently delivered in district information and methodology centers.

A review of issues relating to the development of andragogical problems in lifelong education enables us to turn our attention to a few important areas in the improvement of andragogical competence of teachers of adults. These include creating a uniform system for training teachers of postgraduate education; placing more focus on the andragogical component of training (programs, learning guides); and broad deployment of modern multi-media technology. Supposedly, the solution of these problems will help improve general professional and andragogical competence of teachers of adults.

Translated from Russian by Znanije Central Translations Bureau

¹ Технологии образования взрослых. Пособие для тех, кто работает в системе образования взрослых / под общ. ред. О.В. Агаповой, С. Г. Вершловского, Н. А. Тоскиной. – СПб.: КАРО, 2008.

ELDERLY PEOPLE EDUCATION IN THE CONTEXT OF MENTAL HEALTH

**V. A. Rozanov
. . Reitarova**

In the recent decades, most western countries were forced to solve social, economic and psychological problems caused by demographic modernization which is, in essence, the transition from high birth and high mortality rates to low birth and mortality rates, which inevitably leads to aging of population. Russia and Ukraine can be stated to be moving in the same direction.

Changing society structure sets new tasks. On the one hand, it would entail ways of increasing elderly people's economic activities, protecting their overall health and maintaining their cognitive potential. On the other hand, more opportunities for closer interaction between younger and older generations should be provided. The latter is the most essential humanitarian mission as in the modern world saturated with exceptionally fast developing information technologies the older generation, who does not keep up with this development, loses its function of transgeneration transfer of knowledge and skills. Though not the only one, it is a substantial reason why the gap between generations becomes too broad at times. Education for the elderly seems to be universal and, in fact, the best instrument in resolving the issue of maintaining economic and social activity of this population group. However, as we see it, educational bodies specializing in this field fail to pay enough attention to the aspect of how educational system can help improve communication between younger and older generations. What we are trying to emphasize is that the teaching staff for the 'third age' universities would be made up of younger, even the youngest, teachers as much as possible. That would allow the youngsters and the elderly to better understand each other in the modern society. Although the analysis of the current situation reflects this trend being set in place, it has not yet become a widespread practice. What is more, following this trend actively and consciously, turning it into a sustainable tradition, is closely connected with the primary concept of the latest times – that of the mental health.

The mental health concept was first introduced in the 50s when purely medical health model was officially substituted with the new approaches that viewed health as a broader condition rather than a simple absence of illnesses or disability. The key point of the modern mental health concept is that disorders and illnesses as well as wellness are not the extremes of population distribution but rather relatively independent dimensions. This leads to the conclusion that having certain dysfunctional psychological traits, character accentuation or even being diagnosed with a mental disorder can be attended with a quite acceptable level of mental health. And vice versa – being exempt from some disorders or diagnosed illnesses does not necessarily mean that an individual is enjoying good mental health. The latter is directly linked with the definition of the mental health which reads 'the state of wellbeing when a person is able to realize her faculties, to cope with life stresses, to work productively and to contribute to the life of her community'.

Mental illnesses and disorders are conditions which satisfy certain diagnostic criteria worked out by psychiatry during the many years of its practice. They happen really rarely, and almost in every human community the frequency of serious mental disorders does not exceed several percents. The mental health problems are seen way too differently. These emotional and psychological difficulties that lead to distress and hamper people from functioning normally in their everyday life (manifestations of depression, anxiety, addictions, chronic lassitude, 'burn-out', subjective sensation of stress). Such manifestations are very widespread and to estimate the prevalence of these problems in a population special research is needed.

Thus, when we are talking about the population's mental health, we imply the statistics of mental disorders and data from epidemiologic researches. Whereas talking about the mental health of an individual would entail the compilation of different notions, such as vitality, adaptive potential, stress-resilience, ability to overcome hardships, emotional stability, etc.

Despite the fact that mental health definitions, key ideas and modern formulas recently came from the Western tradition, we should not think that this is a brand-new concept. Still, mental health concepts, though seen from a slightly different angle and called differently, existed in various civilizations (Ancient Greece, India, Slavic ethnos) and were closely connected with religious traditions and the notion of "soul" or "psyche". More contemporary views in our cultural tradition are related to such notions as adaptive capacity of the individual, personality potential, psychological adaptation and so on. It is worth mentioning that everywhere in the developed world public health specialists are concerned with the increase of mental health problems, especially among teenagers and adolescence. These problems include depression, aggression, antisocial behavior, self-harm and many others. The problems are aggravated with age as a certain complex of disorders, especially manifestations of pessimism, loss of interest to live, cognitive deficiency, memory disorders, and difficulties with concentration and so on. In the most unfavorable cases development of early dementia happens. A number of researches prove that behavioral and psychological problems experienced in childhood and adolescence are correlated with unfavorable development of mental health at the old age on psychological, social and biological levels (so called bio-psycho-social triad).

Contemporary view on positive mental health, ways of its development from early age and ways of its preservation to the later periods in life suggest a whole set of questions. The mental health determinates comprise biological (genetic and development factors), psychological (temperament, character, personality) and social (society structure, level of social inequality, availability of social support) factors. The leading harmful factor that worsens mental health of both nations and individuals is psycho-social stress which is understood as the translation of negative social circumstances to biological mechanisms with the mediation of psychological factors. All these elements of the model are interconnected and interact with each other in a complex manner.

The system of lifelong learning as a means of spreading the latest knowledge about mental health among the general public is a valuable, though not enough actively used, resource. General perception of mental health in the society

is rather superficial, associated with medical aspect of the problem in the first place (psychiatry, as a rule, which is highly stigmatized) and has not yet become a real means of preserving and improving mental health on the population level. At the same time, the need for increasing awareness concerning mental health and ways of reaching it (healthy dietary habits, physical and intellectual activities, relaxation, emotional relief, cognitive capacities training, optimistic attitude, mindfulness, spirituality) is extremely high. Summing up, we can state that including knowledge and practical recommendations about positive mental health into the life-long learning system is a vital and urgent task. The best way to transfer this kind of knowledge would be through young teachers who themselves, it goes without saying, need systematic and professional training particularly in this emerging field.

At the time being, an international project¹ aimed at solving these tasks is entering its active phase. Several universities of Sweden², Ukraine³ and Russia⁴ are involved with this project. The project's success will in many aspects be determined by the level of involvement of young teachers (teaching various subjects) into the additional trainings on mental health issues. There are rather negative anticipations regarding the global mental health state and according to the WHO mental disorders and neuropsychiatric diseases will become the reason for significant economic and human loss in the coming years. Taking action now, we create the opportunities for improving or at least preventing deterioration of the situation in the future.

¹ "From Baltic to Black sea: lifelong education and mental health promotion" 2012–2015.

² Karolinska Institutet (Stockholm, Sweden)

³ Odessa National Mechnikov University (Odessa, Ukraine); Human Ecological Health, NGO (Odessa, Ukraine); Tavrida Vernadskiy National University (Simferopol, Ukraine)

⁴ Research Institute for Social, Economical and Pedagogical problems of continuous education, Pushkin Leningrad State University (Saint-Petersburg, Russia)

FORMATION OF ECOLOGICAL CULTURE IN THE SYSTEM OF CONTINUOUS EDUCATION

LIFELONG ENVIRONMENTAL EDUCATION AS A PRECONDITION FOR DEVELOPMENT OF THE ENVIRONMENTAL RESPONSIBILITY OF THE YOUNGER GENERATION

Sh. A. Kusherbaeva

One of the reasons for the deterioration of today's overall environmental situation is the lack of environmental knowledge on the part of the population and the low level of its environmental culture. Development of environmental culture among the younger generation is a very important, and, at the same time, very difficult task. Both the governmental authorities and environmental authorities are interested in solving this task, however, the leading role in solving it belongs to general education and advanced training institutions. Based on the results of implementation of the order of the Cabinet of Ministers of the Republic of Uzbekistan "Concerning the schedule of activities regarding the environmental protection of the Republic of Uzbekistan for 2008 – 2012", the process of organization of environmental education is universal, and has a diversified character. Environmental education becomes a public issue of importance and nation-wide responsibility.

When we talk about environmental education, we mean development of environmental awareness, a humanist attitude to nature, and a feeling of responsibility for its destiny, as well as principles of rational use of natural resources, i.e. establishment of such relations between society and nature when solving social and economic tasks so as not to damage the environment. In Uzbekistan, issues of environmental education of the younger generation have been of vital importance for scientists and teachers since the mid- previous century, since Uzbekistan directly faced environmental world-wide problems (drying up of the Aral Sea, aluminum production waste, the problem of use of water resources of cross-border rivers, and their consequences for people, etc.). These environmental problems demonstrate their complexity and the long period it takes to solve them, because there are no specific, clear and definitive decisions regarding environmental problems and restoration of destroyed eco-systems. That is why environmental education becomes very important as a means of a person's active living in real living conditions.

In Uzbekistan, environmental education is a prioritized area of the lifelong education, upbringing and development of a many-sided man. Development of environmental culture is an issue of the educational system and the family, as well as of many public civil society institutions. It is a thorough and continuous process which is carried out step-by-step. The main principle of environmental education and upbringing is continuity – the interrelated process of education, upbringing and

development of a person during the whole period of the person's life. Practical implementation of the main principles of environmental education have a multi-level character determined by the age peculiarities of the trainees.

In accordance with the internationally accepted structure of environmental education, it is practical to distinguish several steps of education: first – education in the family and preschool establishments; second – education in the general education school, elementary and intermediate vocational training establishments; third – education in higher institutions; fourth – postgraduate studies. This is, actually, today's model of lifelong thorough environmental education and upbringing.

Dozens of environmental nongovernmental, noncommercial organizations are founded and functioning in the Republic of Uzbekistan, including the Environmental Movement of Uzbekistan, which has been recently carrying out a large amount of work. In 2011, more than 500 events took place with participation of more than 800,000 people. In different regions of the country, 19 ecogardens were planted (occupying 87 hectares of land, 31,000 trees and flowers were planted). The photo album "Nature of Uzbekistan" was published. Governmental and regional TV studios (34) televised more than 900 television programs focused on environmental problems and environmental education issues. Mass media published more than 1,000 articles and announcements focused on environmental issues. The newspaper "Ecolife" ("Ecokhaet") is being published, as well as a special eco magazine for children "Rodnichek" ("Bulokcha"). The first environmental park was open in Uzbekistan in 2012. Now thousands of children and grownups may spend their leisure time not only enjoying fresh air and exercise, but trying to improve their environmental culture. The main purpose of the ecopark was to create a place for spending leisure time for the citizens of Uzbekistan. What is the main difference of the ecopark from traditional city parks? The main difference is that ecologically clean materials were used during construction of the park, as well as recoverable resources. Nowadays the problem of waste management is so important that it is vitally important to continuously promulgate it. It is necessary to teach children and develop their environmental culture from an early age.

An important aspect of environmental culture development is organization of scientific and research work focused on the theory and practice of teaching environmental issues and ecologization of mind and behavior. The problem is to find the answer to the question: "What is environmental education and environmental culture?" It is widely recognized that solving the problem of improvement of environmental culture is related to education. Development of environmental culture in the process of education is the best form of environmental education. In our opinion, the process of development of environmental culture during the period of study at higher school is of vital importance. No matter what activities the future specialists will be involved in, he/she shall have environmental ethics and environmental culture. That is why such a discipline as "Environmental Culture" has the mission of saving mankind. The process of the development of environmental culture of the younger generation will become more efficient if it is based on the following principles: (a) interdisciplinary approach; (b) consistency and continuity (taking into account all the levels of environmental education –

preschool, school, higher school – with age-related and individual characteristics of the students); (c) unity of the intellectual and emotional-volitional activities (connection of knowledge about nature and social factors of the environment to sensory perception and aesthetic experience); (d) connection between global, national, regional and local (regional natural history) levels in discovery of environmental problems.

Based on the above, we can make the conclusion that one of the most important targets of the whole educational system at the current stage is not only environmental education of the younger generations, but also development of their environmental culture. Development of environmental culture happens in the course of interaction between social institutions (with the prevailing role of the education system), the natural environment (processes and natural phenomena), and social conditions (environmental education and upbringing, self-education and self-understanding) with deep and multi-level changes of all areas of the person's spiritual life. Thus, development of the environmental culture of the younger generation is a process of spiritual and practical activities of persons focused at understanding social and natural consistent patterns, based on integration of individual and public experience, which results in nature-aligned and human being-saving activities.

The above-mentioned shows that the issues of environmental education and development of environmental culture in Uzbekistan are important tasks of both the education system and society in general.

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HOW TO TEACH ENVIRONMENTAL EDUCATION DURING EFL/ESL LESSONS?

S. Stavreva Veselinovska

S. Kirova

Introduction. The purpose of incorporating environmental education into teaching English as a second/foreign language is to raise the environmental awareness of global environmental problems. Teacher education plays a special role in converting teachers' education towards sustainability because they play a vital role in the global education community. They have the potential to bring about change in the education system that will reshape the knowledge and skills of future generations.

Rivers (1976) stated that "As language teachers we are the most fortunate of teachers...all subjects are ours. Whatever (our learners) want to communicate about, whatever they want to read about, is our subject matter". As all other professionals, English language teachers and contribute one way or another to stop the degradation of the environment and they need to use their profession not only to develop students' communication skills, but also to give knowledge and attitudes that will affect the world's problems in general, and, in particular, the protection of the environment. Thus teaching English as a foreign or second language should not be limited only to improving language proficiency, but also to training students for critical thinking strategies that can be helpful for sustainability; this in turn means that the teaching profession can be used for promoting environmentally friendly behavior of citizens and activate the eco-applied linguistic awareness among teachers of English as a foreign or second language.

Never has the whole world been so concerned about global issues generally and environmental education and protection in particular. "Thinking green" and "acting green" preoccupies many individuals, governmental and non-governmental institutions worldwide today. But, this environmental education does not seem to be the preoccupation of the Macedonian EFL/ESL teachers. Is it ignorance or negligence or both and more? Meanwhile, according to Tang (2009), the Earth Summit of 1992 had provided agenda 21 to render environmental education necessary for every citizen in the world and the former head of the United Nations Environment Program, Ghafoor-Ghaznawi had stated that environmental education was considered cross-curricular because the environment includes all areas of studies. This implies that EFL/ESL teachers worldwide could use their profession in building up a sustainable environment for mankind's future generations. According to, UNESCO (2005), institutions of teacher education have a special role in reorienting teacher education to address sustainability, and since institutions of teacher education fulfill vital roles in the global education community, they have the potential to bring about changes within educational systems that will shape the knowledge and skills of future generations. Humankind didnot face environmental problems when they first emerged on earth; however, with the increase of world

population human based environmental problems also began to appear. Indian leader Mahatma Gandhi emphasized the fact that we should not destroy environmental sources and environment to meet our ambitions by saying “the earth has enough for everyone’s need but not for anyone’s greed” (Sarabhai and Chhokar, 2009).

The most important thing in creating environmental awareness is to give environmental education to individuals (Strife, 2010). In other words, societies having environmental information and awareness will provide positive and sensitive behavioral changes, protection of natural environment and regaining the damaged environment thanks to education (Uzun and Sağlam, 2005). The responsibility of this duty belongs to environmental educators whose main aim is to raise individuals who are environmentally literate and sensitive towards the environment (Knapp, 2000).

Depending on this fact, it is possible to say that people’s acquiring proper behaviors regarding environment and their being educated about this matter is of crucial importance (Kızılaslan and Kızılaslan, 2005). Another purpose of environmental educational is to create environmental literacy. It can be inferred from the conducted studies that environmental literacy is important (Mancl et al., 1999; Loubser et al., 2001; Erdoğan et al., 2009).

Moseley and Utley (2008) applied a semi-experimental method to 115 students in pre-test and to 102 students in post-test in their article named as “An exploratory study of prospective teachers’ beliefs about the environment”. They stated that the purpose of their study is to evaluate the expectations of primary school prospective teachers and the effectiveness of environmental education.

Teachers and prospective teachers are under the great responsibility of creating and developing this awareness among students in this process. It is thought that prospective teachers’ graduating as environmentally literate from educational faculties and creation of environmental awareness will enable next generations to grow up in an environment which would not have lost its naturalness much.

Why should we teach environmental education with English language?

According to Babcook(1993), successful learning of a language comprises both successful combinations of the acquired both micro and macro skills in respective communication phrases, and environmental topics are a rich source of communication material. Rethinking and expanding the goals of teaching English as a second or foreign language is another reason for the inclusion of environmental education in this teaching. Cates (1997) points out that: We can’t call our English teaching successful if our students, however fluent, are ignorant of world problems, have no social conscience by using their communication skills for international crime, exploitation, oppression or environmental destruction. According to Cates this explains the growing interest over the past decade to incorporate environmental education in teaching English. Brown (1990) believes that teachers of English have a mission to help everyone in the world to communicate with each other in order to solve the global problem. Of course, this is due to the global status of English.

Teaching English in order to raise awareness about environmental sustainability. According to Tang (2009), the purpose of incorporating environmental education in teaching English as a foreign/second language is to raise student awareness of global environmental crises. Environmentally conscious activities may include the following (adapted from Jacobs and Cates (1999): planting trees and plants, reducing the usage of paper, plastic and energy, writing letters to various organizations, companies or governments, using recycled materials – glass bottles and jars for example, recycling and buying recycled materials (e.g. paper), raising funds for environmental actions, taking part in environmental activities, educating people to become ecologically aware, boycotting environmentally unacceptable products, etc.

Materials for teaching EFL/ESL and environmental education

Materials for this form of simultaneous teaching can be prepared by both teachers and students. For example, students can create and develop materials in one of the following ways: (a) They can bring articles or audio/video recordings from newspapers, magazines, radio and TV programs or the Internet; (b) Recordings of songs in English with environmental topics performed by locally or worldwide famous artists engaged in protecting the environment can be used. Songs contents can be used as themes for debates; (c) Conversations on themes related to some local events (e.g. illegal cutting of trees, killing endangered animals, burning grass, etc.); (d) Develop surveys about environmental problems for peers whose results will later be analyzed in terms of whether they are environmentally acceptable or not. The inclusion of critical thinking skills in a classroom where English is taught as a foreign language can help in the further development of communicative skills and analytical thinking and it allows students to apply various communication situations when debating about global environmental issues (Yukiko Ishikawa et al., 2007).

Teaching about the environment in an English language class. The main aim of this paper is to implement teaching about the environment in English language classes and the issue of finding appropriate teaching and learning resources. Jacobs and Cates (1999) present a lot of questions often asked by teachers when they are faced with incorporating environment education into their EFL/ESL classes: "Should every lesson be about global issues?" "Can language be taught simultaneously with global issues?" "How can we acquire enough knowledge about global problems so that we can incorporate it into our teaching?" "How can we get materials for global education?" Jacobs and Cates (1999) attempt to answer these curious questions. As to the first question concerning the involvement of global issues in all English lessons, they argue that the infusion of global education in the teaching of English as a second language does not necessarily mean that every lesson and very reading paragraph or group discussion should be about some global issues. The recommendation is that environmental education be a full-time and permanent part of the curriculum, not just something that is just thrown in or accidentally done once or twice a year.

Conclusion. Environmental education, which is considered a "plan for the future," appeared in the 1970s, in response to the rapid deterioration in our

environment. Today it is part of world education because the damage that man has inflicted on nature is with planetary proportions and has become a pressing international problem. In the Macedonian education system in primary and secondary school students are introduced to environmental issues through a range of core subjects. Environmental education has not yet been introduced into the educational system of the Republic of Macedonia as a separate subject. Hence comes the idea to write this text about integrated teaching of contents area of nature conservation through learning English as a second/foreign language.

THE REFLECTION OF SUSTAINABLE DEVELOPMENT IDEAS IN THE "EDUCATIONAL TOURISM" SCHOOL SUBPROJECT

N. N. Tikhonravova

The goals set forth in the Strategy for Education for Sustainable Development of the United Nations Economic Commission for Europe have laid the methodological basis for the development of the Comprehensive Program for Development of the Pskov Humanities Lyceum in 2011–2015 (hereinafter referred to as the "Program"). The Program was developed on the basis of the following ideas: the implementation of the concept of futurization and innovatization of education; and the focus of educational content and techniques on the priority development of students with a view to ensuring their continuing lifelong development. The multi-faceted and complex nature of the tasks set by the Program necessitated the development of target projects and subprojects that take into account the above-listed conditions as a means for the implementation of the Program. For example, the project for spiritual and moral development of Lyceum students titled "The Diverse World and I" gave rise to the "Educational Tourism" subproject which also incorporates the principles of sustainable development.

Currently, tourism is receiving much attention all over the world as one of the areas of human activity that are most effective in the intellectual, economic, social, cultural and environmental development. Sustainability of a person's development is measured by his or her psychic, physical and emotional health. The active nature of tourism helps relieve tension, while emotional impressions from seeing monuments of history, culture and nature significantly increase the performance of students. Tourism is very frequently seen as a sector that is close to and safe for the environment and can not only contribute to education and a person's spiritual and moral development, but also solve problems in protecting nature.

The development of the "Educational Tourism" subproject was driven by the fact that tourism can help students understand and accept cultural and environmental values, broaden their horizons, develop their skills and enrich their personal experience, which ultimately contributes to resolving issues of socialization of school-age children. Tourism can serve to involve students in active volunteering at protection of historical and natural monuments, and to educate the public in environmental protection. As a result, society will be joined by citizens who can responsibly make individual and collective decisions for the improvement of the quality of life. Therefore, the introduction of students to tourism is a relevant and vital task of any school. We believe that the "Educational Tourism" subproject enriches informational and educational space of students, teaching them to manage information flows in the wider modern information space and contributing to the development of basic national values and conceptual aspects of life of every Lyceum student.

We have put forward a hypothesis that building a space for spiritual and moral education, including a model of educational tourism geared to the level of

training, will promote the generation of meanings and acquisition of spiritual values, moral makeup and socialization of Lyceum students. The subproject is designed to create psychological and pedagogical conditions for the development of a space for spiritual and moral education. The psychological and pedagogical conditions are understood as an interrelated range of factors, principles and different educational measures that contribute to personal growth of students.

The preparation and organization phase included developing and promoting the subproject and establishing contacts with partners in order to extend the range of resourcing sources for the subproject. The current implementation phase encourages the development of individual subprojects. The control and generalization phase involves analyzing, generalizing and evaluating outcomes of the subproject, adjusting it if necessary, ensuring its sustainability, and studying the degree of satisfaction of the school community with the educational field of the Lyceum. It is important to popularize pedagogical experience gained in the implementation of the subproject through publications, participation in conferences and professional competitions, and by conducting master classes. The content of the "Educational Tourism" subproject has been developed by history teachers of the Lyceum on the basis of available experience in regional studies.

The Pskov Region is famous for its rich history, enormous cultural and spiritual potential, the beauty of its nature and, finally, a favorable geographical location which extends the range of opportunities in tourism. The cultural environment of the region includes the Novgorod Region, St. Petersburg, Belarus and the Baltic States, which offer rich opportunities for tourism. We have developed activities for the preparatory phase of the subproject, offered a list of tours, and defined the outcomes of the subproject for each parallel of training.

In order to prepare students for the perception of the content offered by educational tourism, we propose developing and implementing a range of projects, such as "The Street Where You Live", "Places of Battle Glory", "Famous People of the Pskov Region", "Twin Cities", "Entertaining Science", "Art in Human Life", etc. Students visit the Pskov Museum Reserve, art galleries and enterprises of the city. As soon as the preparation phase is complete, they can go for a journey. The plan of tours involves gradual expansion of the geography of trips, ranging from city sightseeing tours (visits to farms in the suburbs, ethnographic villages, learning about defence architecture on the example of Pskov and suburban fortresses (Porkhov and Izborsk), visits to military monuments and museums) to immersion in the world of science, literature, art and theatre (trips to Pushkinskiye Gory, Pechory and St. Petersburg). Before a trip, the core team of a class, with the support of the homeroom teacher and subject teachers, develop an itinerary and a tour task. Activities after the trip include making a video or photo gallery of the class, a mini-quiz, an Expert Traveler competition, etc. What is more difficult is to combine a tour with a volunteering campaign, but even in this case you can find useful work for students. For example, students participated in removing fallen trees and branches from the forest area of the reserve, picked up grass clippings in the Kremlin, and fed animals at farms. Another component of the "Educational Tourism" subproject is about maintaining international contacts, which include joint educational projects as part of student exchanges with partner schools in the Netherlands, Germany, the United States and Poland, and international tourism. Each exchange between

schools involves the development and implementation of an educational project. Examples of such projects are "Volunteering as an Expression of Citizenship" (U.S.), "Meetings of East Europe and North Rhine Westphalia" (Germany), "The Typical European and the Typical Russian" (Germany and the Netherlands), "Slavic Roots" (Poland) to name just few.

Thus, the staff of the Lyceum use projects and subprojects to systematize and diversify educational activities, making them more goal-oriented, to assure the quality of education by developing learning, communicative, social and intercultural communication competencies in students, and to support the focus of school graduates on lifelong learning by involving them in practical activities.

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SITUATIONAL PROBLEMS IN ECOLOGICAL EDUCATION

N. P. Adonina

Ecological education for sustainable development is a complex new guideline within the framework of continuous ecological education developed in many countries of the world to make society move towards balanced development [3]. Despite the importance of the “ecologisation” of education and high requirements for schoolchildren’s results in ecology, the federal state general educational standards of the second generation, referred to in Russian as FGOS-2, really do not provide any significant ecology-oriented programmes, though meeting the requirements in practice is only possible when ecological education becomes «continuous, covering family, pre-school, school and after-school education and training» [4, p. 331].

Now there are three models of ecological education: (1) one-subject (introduction of an integrated educational ecological subject), (2) multi-subject (ecologisation of traditional educational subjects), (3) mixed (introduction of a new ecology-oriented course with simultaneous ecologisation of educational subjects).

Unless the standards stipulate a mixed or a one-subject model, school education can only apply a multi-subject model. To this or that extent, school subjects cover all spheres of human life and activities (litho-, hydro-, atmo-, bio-, technospheres), which means that ecological elements should be introduced into the syllabi of these subjects. The problem of ecological education can be partially solved with innovative technologies, in particular, case studies. Russian universities apply this method quite often, but comprehensive schools do so rather rarely. Case studies develop analytical thinking, communicative competence, the ability to work with additional literature, and other skills in schoolchildren.

An important part in ecological education is played by situational problems. The introduction of ecological situational problems into the course of all subjects is to improve the ecological competence and ecological culture of schoolchildren. Case study technology implies a clear structure consisting of six stages: familiarisation – understanding – application – analysis – synthesis – evaluation [2, p. 3] according to which situational problems are made up.

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**CONCERNING SEVERAL ASPECTS
OF TRAINING OF HOLDERS
OF A MASTER'S DEGREE
IN "THE PEDADOGY OF HIGHER SCHOOL"
AT THE NATIONAL UNIVERSITY OF LIFE
AND ENVIRONMENTAL SCIENCES
OF UKRAINE**

I. V. Zaichenko

The National University of Life and Environmental Sciences (hereinafter "NULES") of Ukraine in Kiev (until 2002 – National Agricultural University) is a domestic leader in the training of highly qualified specialists for many fields of the national economy, which functions as a national state institution of higher education, science and culture; a structural division of the preparation of staff for the agricultural, industrial and environmental protection complex of Ukraine. It unites twelve educational and scientific institutions (natural sciences and humanities; technical; crop farming, ecology and biological technologies; land resources and law; business; veterinary medicine, quality and safety of cattle breeding products; the forestry sector and park and garden industry, etc.), where the preparation of holders of master's degrees in forty-three professions takes place, which satisfies the staffing needs of the agro industrial complex.

The faculty of pedagogy carries out the preparation of students with a degree in 8.18010020 "Management of Educational Institutions" (degree 8.18010021 "The Pedagogy of Higher School") and prepares graduates of the third and fourth levels of accreditation. With a basic or complete higher education in any field of knowledge, they may continue their education and receive the educational and qualification level (EQL) "Master" in the field of knowledge 1801 "Specific Categories" (under the condition of fulfillment of the psychological and pedagogical, methodological and practical components of the industry standard of higher education). The purpose of training: development of the theoretical and methodological readiness for fulfillment of professional pedagogical activities at higher educational institutions of the first and second levels of accreditation. The requirements and content of the preparation of specialists are determined by the following documents: course description (CD) and educational and professional curriculum (EPC) approved according to the established procedure as an industry standard of higher education in Ukraine; curriculum; operating curriculum; and education discipline programs. A specific feature of the degree "The Pedagogy the Higher School" at NULES is that it includes twenty-seven master's degree programs, for example, "Methodology of the teaching cycle of disciplines in agro chemistry and soil sciences", etc.

The educational and professional curriculum consists of two parts – standard and optional: standard – regulates the obligatory requirements of higher educational institutions that train specialists for a certain degree; optional – regulates the cycle of training disciplines at the discretion of the university (rhetoric, ethics of teaching at a higher school, psychology of creative activity) and at the

discretion of students. The main tasks of the scientific and methodological work include: (a) development of the model of the twenty first century specialist, and the development of requirements to the level of his/her professional knowledge, the ability to self-educate, and adaptability to activities connected with the market conditions and self-development; (b) the creation of educational sets of disciplines based on advanced pedagogical techniques and relevant training and laboratory base; (c) the creation of conditions for meeting the requirements specified in the state license, and educational standards; (d) determination of content and forms of educational activity at different stages of the preparation of specialists and their attestation; (e) the study of content and character of work of graduates for the purpose of making amendments and addenda to the content of curriculums and organization of the training process, etc. The educational and methodological complex of disciplines includes: the operational academic program of a discipline; plans of practical work and workshops; tasks for the independent work of students; a list of recommended literature; methodological materials (methodological instructions for the preparation of term papers), and sets of tests.

Control over the obtained knowledge is regulated by the "Regulations concerning exams and credits" and "Regulations concerning the module-rating system of education" developed at NULES, where the general system, and criteria for the appraisal of the educational achievements of students, are represented.

The conditions of the organization and conducting of practical training at NULES are specified in individual regulations. The main purpose of the practical training of holders of the Master's degree includes reinforcement of theoretical learning, development of professional skills, study of the working conditions at educational institutions of the system of education of Ukraine, as well as mastering modern methods of education and training of the younger generation. Individual divisions of NULES are determined to be the base for the organization of practical training of students receiving a degree in "The Pedagogy of Higher School". In the course of preparation of holders of the Master's degree, special attention is paid to development of the scientific world view of future specialists and a modern approach to solving of professional tasks: participation of students in the budgeted and contractual scientific and research works, scientific and practical conferences at different levels, and students' scientific circles. The research work, carried out by holders of Master's degrees during the whole period of study, will in future become the basis for the preparation of their graduation theses. After receipt of a Master's degree, many students continue their postgraduate education at NULES.

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DEVELOPMENT OF ENVIRONMENTAL CULTURE IN THE SYSTEM OF LIFELONG EDUCATION

- . V. Plakhotnik**
- . . Beznosyuk**

Lifelong environmental training and environmental education influence the development of a new person. Environmental training should become the fundamental principle of all types of informative and emotional influence upon a person, should be implemented in all the broader activities of educational and training institutions, as well as all informational sectors of education, whereas environmental education should ensure provision of reliable information to a person concerning the environment and current scientific and technological means of solving environmental problems.

The acknowledged public need for continuous development of personality is the framework for lifelong education, which determines the harmonization of a large number of educational structures. Their interconnection and mutual dependence, mutual subordination by levels, and coordination by directions and purposes transforms the whole aggregate of such structures into the integrated system. The unity of purpose of lifelong education as a system, and the specific targets of each chain of the system are organically combined with different types of educational institutions, pedagogical technologies, and forms of state and non-state management. According to J. Delors, lifelong education "should give a person an opportunity to understand himself/herself and the environment, and ability to fulfill his/her social duty in the course of labor and life in the society." From this viewpoint, the principle of subordination of all multi-faceted educational activities to the purpose of developing a multi-faceted, harmoniously developed person is a regulating principle of all educational activities within the lifelong education system. The level of implementation of this principle is, at the same time, the integral and most important criterion for evaluating activities of the lifelong education system.

In analyzing the prioritized directions of the state policy in the context of integrating domestic higher education with European and international education, it is important to emphasize the problems of sustainable improvement of the quality of education, modernization of its content, and forms of organization of the educational and training processes. Modernization of the higher education system in Ukraine is characterized by the unification of traditions that emerged in domestic higher education and new ideas associated with Ukraine's entry into the European and international educational environment. When people understood in the second half of the 20th century and beginning of the 21st century that natural resources were not inexhaustible and that the biosphere might be destroyed, a task was set for the economic and engineering sciences: to limit hazardous impact upon the environment and to make the economy ecologically sound. Thus, natural historical preconditions were created for emergence of economic ecology as one of the branches of social ecology. The environmentally sound economy, like social ecology, is still under development, and the notion of "ecological economics" is used both in scientific literature and in manufacturing documents.

The decisions of the International Conference of the United Nations concerning issues of environmental protection and development (Rio de Janeiro, 1992) require development and step-by-step implementation of the concept for switching to the model of sustainable and environmentally safe development of national economies. The notion of “sustainable development” combines the interests of two fundamental sciences – ecology and economics. The Rio-92 Conference materials emphasize that economic development, social development, and protection of the environment are mutually dependent and complementary components of sustainable development. The environmental and economic education of people becomes very important for implementation of sustainable development ideas. In the course of development of environmental education (as a basis of environmental culture) during lifelong education, we cannot be focused on functional study of only one subsystem of ecology, whether in the area of production, agriculture, environment or country. That is why environmental education, in our opinion, is a difficult category, which cannot be considered in isolation: It is closely connected with all areas of human activity. The content of environmental education during the last two decades has been changed significantly, and was enriched by problems of local and global sustainable development. Development of environmental culture means comprehension of the process of development of the “nature–society” system, which is determined based on three main characteristics: (1) influence of nature upon the society (a person is considered a part of nature); (2) influence of the society upon nature, i.e., anthropogenic and technical load on nature; and (3) influence of nature upon the society, which is demonstrated, as a rule, in the deterioration of living conditions.

Sustainable development means a social and environmental form of development, which takes into account the environmental and other global imperatives, and which, unlike the economically determined unsustainable development, is a system for co-evolution of nature and the society. The universal paradigm of sustainable development shall be considered a game-changing stage in the development of mankind, in the course of which several countries and global society organize target-oriented and coordinated activities focused on development of environmental culture. These actions shall be focused on: (a) complete neutralization of all negative sets of social, economic and environmental disproportions accumulated (mainly during the last century) in the society and the environment; and (b) creation of conditions preventing emergence of such disproportions.

The efficiency of the process of development for environmental education in Ukraine depends considerably upon the scientific and methodological training of future specialists–geo-ecologists, the level and manner of demonstration of such qualities, as well as interest in the subject of future activities, independency in acquisition of professional knowledge, and willingness to implement innovations in professional and pedagogical areas.

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CONCEPTUAL ASPECTS OF PROBLEM-BASED LEARNING OF GEOGRAPHY AT GENERAL EDUCATION SCHOOLS

O. M. Topuzov

This study is relevant due to the demand for optimization of implementing humanization principles in education and, in particular, elaborating theoretical and guidance basics of problem-based learning of geography at general education schools. The new conceptual content of environmental school subjects calls for refocusing education on forming a person as an individual. Problem-based learning of geography involves forming students' geographical knowledge, as well as their cognitive interest. The result is that students' geographical knowledge and competences improve, and students develop critical thinking abilities as well. Problem-based topical outlining of the study material envisages logical and training analysis of instructional material and is considered by us to be one of the important factors for development of an active person.

Problem-based structuring of instructional material makes it possible to actively implement innovation methods and working modes to apply the obtained knowledge and skills in practice, explain phenomena, and carry out research, and calls not only for adopting scientific learning, but also understanding the process of mastering these skills, which improves a student's cognitive activity and creative skills.

Instructional material are arranged at the following levels: (1) students encounter life facts which require theoretical explanation in the learning process ; (2) there is a direct contradiction between understanding and those scientific ideas which provide theoretical explanation for those facts in analysis of life phenomena and their concepts. Aiming to eliminate these contradictions enhances searching for the real causes and effects which make up the bases of the phenomenon being observed.

Instructional material is presented according to the problem-solving algorithm, since any problem is manifested in an inquiry. The inquiry provokes a person's cognitive activity by encouraging him / her to do mental activities (analysis, synthesis, comparison, correlation generalization, analogy, reasoning, refutation, etc.).

By generalizing the above stated, we can define problems in teaching geography as follows: (a) the problem is based on a contradiction between the existing students' knowledge and skills in geography, and their necessary and sufficient level. In such conditions, to solve a problem, students are required to transform their previously acquired knowledge and search for new ways of cognitive activity; (b) the problem is based on a contradiction in a geographical object, proce

the same time, but...” thinking algorithm. Problems in geography are stated in a consistent manner in the author’s work¹.

The contents of certain problem tasks in physical geography can be shown in several examples: 1. The Earth’s radius is about 6,371 km. Today drilling of the Earth’s crust is limited to 10-15 km. Yet we can define the Earth’s internal composition. Which methods make this possible? Why are data on the Earth’s internal structure only approximate? 2. Earth is the planet with the most water in the Solar system. The Earth’s water reserves are about 1,500 mln cubic meters. How can the fact that almost 35% of the Earth’s population suffers a shortage of fresh water be explained? Problem-oriented learning of geography in modern general education schools is realized through elaboration of new-generation course books².

Implementation of a problem-oriented approach to environmental school subjects coincides to the maximum with general education aims and tasks given in standard educational guidelines and the teaching program for geography, and should be a top priority in educational and scientific activity for scientists and geography teachers, as well as for specialists from other (related) science disciplines.

Translated from Russian by Znanije Central Translations Bureau

¹ Топузов О. М. Проблемне навчання географії в школі: теорія і практика : [монографія] / Олег Михайлович Топузов. – К. : Фенікс, 2007. – 304 с. – С. 169–243.

² (1) Надтока О.Ф. Географія: [підручник для 9 кл. загальноосвітніх навчальних закладів] / Олександр Федорович Надтока, Олег Михайлович Топузов. – М. : «Видавничий дім «Світ знань», 2009. – 224 с. : ил., карти. (2) Топузов О.М. Географія материків і океанів : [підручник для 7 кл.] / О.М. Топузов, О.Ф. Надтока, Т.Г. Назаренко, Л.П. Вішнікіна. – К. : ТОВ «Видавничий дім «Світ знань», 2008. – 292 с. : ил., карти. (3) Топузов О.М. Географія : [підручник для 7 кл.] / О.М. Топузов, О.Ф. Надтока, Т.Г. Назаренко, Л.П. Вішнікіна, А. А. Шуканова, В.М. Самойленко. – К.: НВП «Картографія», 2011. – 320 с. : ил., карти. (4) Загальна методика навчання географії : [підручник] / О.М. Топузов, В.М. Самойленко, Л. П. Вішнікіна. – К.: ВВП «Картографія», 2012. – 512 с.

**A NATURAL DISTRICT
FOR A SUSTAINABLE DEVELOPMENT,
INTERCULTURAL AND INTERRELIGIOUS
DIALOGUE FOR YOUTH:
THE NATURAL PARKROADS
FOR YOUTH ALONG BORDELANDS
Fr. Rubino
O. Bombardelli**

You will find more in the woods than in books.
The trees and the rocks will teach you things
that no teacher will tell you.
(Bernard of Clairvaux, Epistle 106 2)

“In its 57th meeting in December 2002, the United Nations General Assembly proclaimed the **UN Decade of Education for Sustainable Development, 2005–2014**, (DESD) 'emphasizing that education is an indispensable element for achieving sustainable development' The **vision** of Education for Sustainable Development (ESD) is a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.” (<http://www.desd.org>).

Starting from this statement, the paper presents a model of education based on learning by doing. The model was tested in a form of sustainable tourism; in this framework participants have experienced in sustainable development, intercultural

significant period. In addition to increasing knowledge in the three areas explored by the project (sustainable development and tourism, interfaith dialogue and culture of coexistence) the participants were able to establish and reinforce values and skills aimed to prevent conflicts through understanding the role that each citizen has in the construction and preservation of peace and cultural and civic integration among peoples. The model which emerged has aroused great interest in the community in which it is made and it was designed since its origin, so that it can be extended to national parks in the Alps and Apennines, in an international mountain areas characterized by specific peculiarities in history and culture where are still traces on the comparison of different religions and cultures. The project, through a network, aims to activate, in a perspective of long-term sustainability, a circuit of youth exchanges in a thematic path.

Audience: People, from 18 to 34 years old, from the Italian regions and the rest of the world without distinction of belonging and origin.

The model. The framework used to conceive the project started to take its shape from the belief that the mountain tourism and nature are certainly a significant economic resource, one of the most common forms of wealth creation and employment: the technicians call it (along with other forms of tourism related to art, culture and all the intangibles) as a "factory without walls", in our opinion, however, it can not continue to generate negative environmental impact especially now when, as never before, and luckily we add, it is high the attention to the preservation of the planet, natural resources and civilizations that were born in those places and that inherit it. To promote new forms of travel, "*tiptoe responsible tourism*" as suggested by one of the participants in our trekking, tourism also becomes a strategic call-up to build a privileged mode of awareness people about the environment, the historical and cultural heritage, the local communities, and, at the same time, to promote a genuine contact with each other, that is our new traveling companion, the person who is carrying or guiding us or simply "pilgrim" like us. In one sentence the concept of our reflection, can be expressed with a Tiziano Terzani (a famous italian writer) opinion as a "slogan" of the experience: "... the only way to rediscover the magic of the trip is to stop to be the tourists-consumers as we are and go back to being pilgrims ...". Pilgrimage not only as a spiritual path through the places of the spirit and tradition that each religion has erected; but pilgrimage as a process that awakens inner landscapes and restores or gives life to the precious fragments of our origins. In this regard we would like to quote the thought of Federica one of the participants, "the enthusiasm of those meetings overwhelms you and suddenly you realize that you discover or rediscover your roots! It is inside you, because there are so many things to learn from small meeting and they help you to restore meaning of your roots, of your identity. " The "tourism" or better the approach to travel and hike we proposed with the project is more related to the manifestation of will to meet others, to know, to learn from and with them to improve the conditions of life and environmental together and each in its place of origin. Meet to know, know to live, after all we live in the same place, the earth. The trip, then, not as a leak, but not as "emotional bath" to end in itself. Rather an exploration of each other.

The three leading elements of the model: 1. Sustainability. The WCED, World Commission on Environment and Development in 1987, with the document entitled "Our Common Future", establishes the premise of sustainability for any action related to the future common destiny of human beings. Going beyond the concept of sustainability related exclusively with environment, the paper focuses on the concept of sustainability as the ability to meet human needs of the present without compromising the ability of future generations to meet their own needs. Comparing this concept with the current state of the planet and most people who live here we immediately realize that even with the efforts of a multitude of associations, institutions and individuals, it still represents a tiny portion of their needs global change and many and many things remain to be done for improving the living conditions for future generations. Modern forms of the civilizing process to which we are still attending are not able to maintain or grow up the well-being of a civilization or biosphere. A valid form of development, in its own implementation, should take into account the social and cultural diversity. This is in fact the "biodiversity" of a society. So is necessary to know, then, the significance of biodiversity to borrow and experiment it in the social, cultural and religious environment is perhaps one of the ambitious goals of this project. We can even say that as biodiversity is the needful condition for the preservation of the biosphere so the cultural, social and religious polymorphism is the necessary condition for the preservation and evolution of the human species. "The natural parkroads of young border" offered a special slot to conceptualize the conjugation of these aspects, with the belief that the underlying processes are not independent of each other, they are just different in nature and there are many different social and cultural contexts in which they declined, but they are part of the same socio-natural environment. And the same one system must learn to preserve the integrity of the increasing number of environmental and social degradation or destruction strategies.

The three leading elements of the model: 2. Intercultural dialogue. It is therefore important and essential to promote the peaceful coexistence of different cultures and social groups, and upholding the principle of "learning to live together" in order to generate sustainable practices: all activities of the project were in fact serve this purpose for a more positive approach to the future. We thought it was in this sense to make our small contribution to the DESD (Decade for Sustainable Development) because of the attention paid to the relationship between culture and sustainable development and for arguing that the size of the fund (UNESCO, 2005b) or the fourth pillar of sustainable development (Hawkes, 2001) is the "Culture", as it was defined in the United Nations World Summit on Sustainable Development in Johannesburg in 2002. The value of intercultural and interreligious dialogue, understanding and training capital, is widely recognized as a lever of change and cultural evolution on educating for a free, democratic and subsidiary citizenship (UNESCO, 2008a, 2008b). The cultural and religious diversity is in fact one of the most remarkable developments of humanity and reflects - in-evolution of human aspirations, shared his feelings, symbols that have consolidated over the centuries so many different ways to do each other in their current. Then, also, cultural diversity is not a "deposit", a large underground storage facility, in which lie the different cultures, immutable, or a value that must be preserved, it is instead a

categorical approach for an ongoing dialogue. It is "the dialogue between societies," cultures, which need to be promoted and protected "(Stenou, 2004). This is the dialogue that we have supported us for "The natural parkroads for youth along bordelands."

The three leading elements of the model: 3. Interreligious dialogue.

About the interreligious dialogue we followed the great route traced by Tenzin Gyatso, the XIV Dalai Lama and Nobel Peace Prize in 1989 with his book "Towards the true kinship of faiths" (2011) writes: "Every religion, by virtue of a long historical development that has led to the experiences of many generations, has its own beauty, logic and uniqueness. But the most important thing is that this diversity allows different faiths to be of service to countless human beings. "A text that allows anyone with any religious affiliation to understand the essence of every religion is, in fact: the religion in the service of the men and not the men in the service of religion.

Of this, we believe, training LLL and in general education needs: to get out "a bit more" of the classroom and to mingle among the narrow streets and paths with people, the ultimate beneficiaries of this precious resource.

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DEVELOPMENT OF ECOLOGICAL COMPETENCE IN THE COURSE OF CONTINUOUS ECOLOGICAL EDUCATION

**T. S. Komissarova
A. M. Makarskiy**

Continuous ecological and geographical education aims to develop personal and public ecological and geographical culture, understood as a system of competences manifested as a whole set of scientific and practical knowledge, value orientation of behaviour and activity, creative experience, and providing a responsible attitude to the environment and competent decision-making in wildlife management.

It is also important to train a world-class competent teacher ready to transmit a certain fragment of ecological and geographical culture on the basis of a humanistic and personality-oriented professional position and professional competences. The would-be teacher should have a certain ecological culture providing a responsible attitude to the environment and competent decision-making in future professional (and non-professional) ecological and geographical activities, as well as ecology teacher's work.

Here, 'ecological activity' means "only those actions that are predetermined by personal needs in protection or improvement of the environment, as well as the need to use nature but to fully recognise its value" [8, p. 75]. In its turn, this activity is divided into two types further subdivided into numerous activities: environmental optimisation activity, including nature protection, improvement of the environment already remade by the person; and wildlife management, including use of nature for aesthetic, material, cognitive, communicative and pedagogical purposes, etc.

Not only is ecological activity a part of social and economic practice, but also a way to overcome an ecological crisis. Ecological education and training are special kinds of ecological activity. Ecological-and-pedagogical professional activity is aimed at ecological education of schoolchildren, while non-professional activity is targeted at ecological enlightenment of the population. The purpose of pedagogical education is to develop ecological-and-pedagogical competency as a special professional ecological competence (let us recall that professional ecological competency is divided into key, basic and special ones). Let us concretise this purpose at the level of some educational issues: (1) put the students up to the entire ecological and geographical picture of the interconnected and interfaced development of human society and the surrounding natural environment in whole completeness of their ecological relations; (2) impel students to master methodologically important, long-term invariant elements of ecological and geographical culture, viz. knowledge, work methods, experience of creative activity, and relations of emotional value, at the level stipulated by the required competences; (3) contribute to initiation, development and implementation of students' creative potential and provide a high level of their inner intellectual and spiritual culture through education content, training methods and technologies, as well as the educational environment as a whole; 4) form ecological ethics in students and develop their habits or stereotypes of environmentally rational and

optimum behaviour and activity; 5) mobilise students for a solution of local environmental problems and facilitate their experience of such activities. Certainly, the tasks set forth above do not exhaust the whole range of diverse training, bringing up and developing tasks of continuous ecological and geographical education. We hope that improvement of higher professional geographical and ecological education standards brings education to a brand new level of development, because it is the educational standard which states goals, objects of study and primary contents of education that curricula and teaching materials supporting training, viz. textbooks, methodological recommendations, instructions, teaching aids, etc., are based on.

Continuous education provides different levels of ecological competence:

1. school graduates should be environmentally conscious and have skills and habits of ecologically adequate behaviour and activity in the surrounding environment;

2. pedagogical university graduates should have certain ecological culture, elementary ecological and ecocentric competence, a sense of responsibility for ecological consequences of their actions and at least general ecological consciousness. Finally, pedagogical university graduates should have general ecological/ecocentric consciousness and an outlook characterised by: (a) psychological inclusion into nature. The person should be ecologically cautious, moderate, active and longing for psychological unity with nature; b) subjective nature of perception of natural objects (natural objects should be included in ethical standards and rules, and considered as full-fledged partners in communication and joint activities etc.; c) emphasis on non-pragmatic interaction with nature (aesthetic comprehension of natural objects, cognitive interest in the life of nature, a need to commune with it, a need to care for nature for its sake and hence participate in nature conservation);

3. moreover, their ecological competence should be the highest among pedagogical university graduates. In general, competence is defined as an ability and readiness for an activity. Competence does not manifest itself outside an activity. Competency is an important criterion of training success or functioning efficiency of an educational system. It shows the extent to which the real results coincide with the training goal.

The near future should see the formation of a multilevel system of continuous geographical and ecological education, where each educational level has real and feasible educational goals and its own models of an environmentally conscious person.

In the end, it is the formation of a student's personality that is becoming increasingly more important in education and training. Over the last decade, ecological responsibility has become the major indicator of an ecologically formed and cultural person. Along with a variety of other character traits, it shows the person's ecological culture. It is very important to analyse attainment of ultimate goals of ecological education to assess the efficiency of the educational system. However, the analysis is very labour-consuming, and it takes much time for the success of training to be checked by the most reliable and objective criterion, viz. practical professional work.

To sum up, we will provide an even more specific definition of the general goal of continuous ecological and geographical education. It is the development of personal and public ecological and geographical culture understood as a system of competences manifested as a whole set of scientific and practical knowledge, value orientations, and abilities to make competent decisions both in everyday activities and in wildlife management.

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CONTINUOUS VOCATIONAL EDUCATION THROUGH THE LENS OF 'GREEN' VALUES

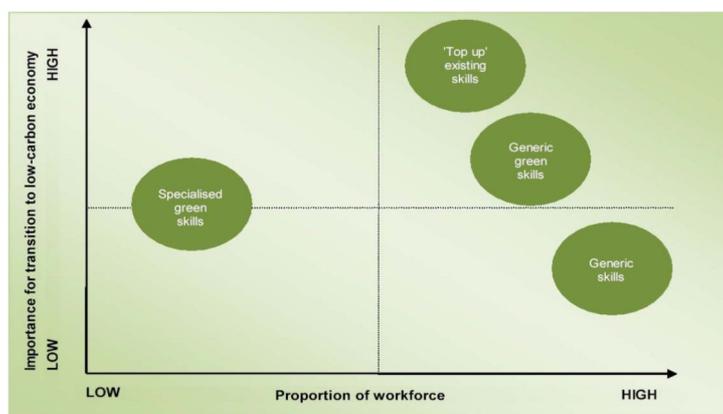
M. Pavlova

Although national systems of vocational education and training (TVET) are very diverse, a number of features are common, including the preparation of students to direct labour market entry and developing students' competencies that enable them to handle different jobs and participate in workplace learning caused by technological changes and other factors. These two common features are analysed in this paper within the framework of 'greening' economies.

Current economic restructuring with the purpose of attaining a cleaner, more climate-resilient, efficient economy that preserves environmental sustainability and provides decent work conditions is occurring in many countries. These economic changes require removal of some existing jobs, establishment of new jobs and a change in the nature (or greening) of others jobs. The importance of TVET for green growth has been highlighted by many studies. The OECD report (2011) concluded that human capital development should be an integral part of green growing strategies. The same report identified that more than half of the countries that participated in the OECD survey reported on implementation of specific green-related training programs (OECD, 2011) as dedicated green education and training programs will play a significant role in enabling workers to participate in green economy.

Green growth involves development of *new green sectors and activities* and *new skills* for both new jobs and existing jobs that are changing to be more environmental friendly. Figure 1 presents the relative importance of specialised; 'top-up' and generic skills for greening economies as per the CEDEFOP (2010) study. This study suggests that the majority of skills development responses are related to up-skilling, or adding to existing core skills to enable a person to fulfil a new occupation¹. Topping up of existing skills with new 'green' content helps those participating in TVET to acquire skills required for an immediate job after their graduation. These occupation-specific green skills that decrease environmental impact of particular work practices could help TVET providers to address the challenges of green growth. Within the framework of continuous education, these specific skills will be changing as workplace practices develop and new technology evolves. The same applies for specialised green skills required for new green occupations; they will be developed through new training programs and will be changing as new technologies evolve.

¹ Examples: *Current occupation*: Industry electrician/ energy technologist; *up-skilling*: Knowledge of energy sources, ability to integrate energy systems, project management; *new occupation*: manager in renewable energy. *Current occupation*: Plumber/ electric and heating installer; *up-skilling*: Technical training, knowledge of administrative procedures, entrepreneurial skills; *new occupation*: solar-energy entrepreneur/ installations project designer. *Current occupation*: Product design and services; *up-skilling*: Integrating environmental criteria in design process, integrated assessment and life cycle analysis; *new occupation*: eco- designer.



CEDEFOP, 2010

Fig. 1. Green skills and their importance for transition to low-carbon economy

The CEDEFOP report differentiates generic skills and generic *green* skills. Pavlova (2012, 2012a) argues that these types of skills should be combined in one set of soft green skills to provide a coherent basis for greening training for all occupations. Within the framework of continuous vocational education these **'enriched' generic skills** (which draw on ESD common skills, employability skills and green skills) can provide a foundation for sustaining students' learning capacity needed for lifelong learning. These generic skills are required in almost any occupation to understand and appreciate the issues and demands of green growth. Development of these skills through TVET facilitates preparation of the future workforce to understand issues of green growth (including environmental, social and economic aspects), to interpret environmental legislation, to increase energy and resource efficiency to enable the processes involved in greening the economy. At least two approaches towards identification of generic green skills could be recognised in the current research: the first approach is closely related to the notion of generic skills (e.g. ILO, 2011), the second approach is based on greening processes that are similar across sectors (e.g. Per Capita Report, 2010). These two types should be used for developing a set of 'enriched' generic skills. These skills will be similar across different occupations and provide a foundation for continuous learning within the context of greening across different professional settings.

Although all types of green skills contribute to greening growth, the ways they will be changing through peoples' working life can be different. Generic green skills (enriched generic skills) will be more constant across different occupations the person will be involved in during the working lifespan. Specialised green skills will be changing depending on the specific occupation. These enriched generic skills and occupation specific green skills that decrease the environmental impact of particular work practices are important to consider within the framework of continuous education as this helps to conceptualise ever changing requests and the challenges of green growth.

TVET learning is an important stage in continuous 'green' education. Therefore it is important to develop a coherent approach towards greening TVET. In its broadest sense vocational education needs to encompass raising awareness, acquiring new perspectives, values, knowledge and skills leading to changed behaviour in support of greening working practices. So greening of TVET can be translated into several operational goals including awareness, knowledge, skills, values and participation. A number of building blocks proposed in Figure 3 illustrate the areas that should be addressed within this process.

Attitude change			
Teaching and learning			Green campus
Content		Pedagogy	
Generic skills (soft skills and processes)	Specific skills	Learner-oriented	

Source: Pavlova, 2012.

Fig. 2. Building blocks for greening TVET

Generic and specific skills were examined earlier in this paper. Another important component of this approach is pedagogy. Many international reports and studies (e.g. UNESCO, 2006, UNESCO, 2010, UNECE, 2009) paid attention to pedagogical approaches required for education relevant for sustainable development. At the country level national guidelines for ESD specify the types of teaching approaches to promote awareness and inclusion of ESD principles in learning. These include: experiential learning during visits, field trips and hands-on activities; value clarification and analysis encompassing reflections on work-based learning, practicum and internship programs; critical thinking; interpersonal and intra personal communication skills; problem solving skills pertaining to issues related to environment; and active learning (UNESCO, 2011).

Attitude change based on the foundational value of ESD: respect for others, respect in the present and for future generations, respect for the planet and what it provides for us (resources, fauna and flora) (UNESCO, 2009) underpins the greening of TVET. Attitude change characterises a transformative education that aims to achieve "a planetary transition toward a humane, just and ecological future" (Raskin et al., 2002, p. 95).

A number of content and pedagogical modules (Pavlova, 2012a) were developed to facilitate TVET transition towards greening. For example, each content module is described through the rationale, outcomes, content, suggested pedagogy and forms of reporting (assessment approaches). The modules are aimed at developing students' understanding of the concept of sustainability, of the relationships between SD, a green economy and citizenship, ability to analyse and plan greening activities at the workplace, awareness of interrelationships between different issues of SD; skills of critical thinking, ability to organise and interpret data

and information and formulate questions, analyse issues that confront communities and enterprises. Issues are considered within personal, social (workplace, local, national) and regional, global contexts. It was suggested that a particular logic could be applied to the modules introduction. Stage 1 relates to general awareness of issues, stage 2 – to awareness and understanding of policies, legislations and regulations in the areas of SD and green growth, stage 3 – awareness, understanding and ability to explain, stage 4 relates to understanding and active engagement with general issues and stage 5 also includes identification and engagement with specific green skills relevant to a particular occupation. For example, for agriculture, specific skills might include: develop and implement sustainable land use; implement an irrigation related environmental protection program; conduct erosion and sedimentation control activities; monitor biodiversity; manage natural area restoration programmes; or develop a management plan for a designated area (Australian Training Packages for AgriFood Australia).

These modules are mainly related to general issues relevant to sustainable development and generic green skill required for all occupations (they are aimed at the development of strategic and leadership skills for initiating and promoting change), however, the last two modules are focused on existing and desirable, occupation-specific green skills that are revealed through workplace learning and analysis of good international practice (they are aimed at the development of process skills for enabling change).

Lifelong learning is an important framework for understanding the continuing processes of greening skills development. Different types of green skills developed during TVET studies play different roles in the preparation of students for direct labour market entry (specific green skills) and developing students' competencies that enable them to handle different jobs and participate in workplace learning ('enriched' generic skills). In developing these skills the role of initial TVET is essential. A systematic approach is required to address issues of attitudes, skills and values change.

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FOR SUSTAINABLE DEVELOPMENT**

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