LIFELONG LEARNING

CONTINUOUS EDUCATION FOR SUSTAINABLE DEVELOPMENT

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LIFELONG LEARNING

CONTINUOUS EDUCATION
FOR SUSTAINABLE DEVELOPMENT

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The present volume of the proceedings of international cooperation contains papers by the 13th International Conference «Lifelong Learning: Continuous Education for Sustainable Development» participants. In general the topics to be discussed are the same. It reflects growing commonality of international interests in the field of continuous education. At the same time the globalization process in lifelong learning is not opposed to the national concepts and historical traditions in education defined and developed in a number of countries of both hemispheres of Earth.

This year the most discussed topics are: issues of competence, considered by the authors as one of the basic imperatives of continuous education; models, methods, technologies and organizational forms of continuous education applied to pedagogical practice; challenges of continuous education methodology and methods. Special attention was paid to the future development of the continuous education theory, as well as new pedagogical and organizational strategies in continuous education and lifelong learning for adults, for people with disabilities and people of the third age. Issues of spiritual and moral, ethical and democratic values in the context of continuous education development are traditionally drawing a lot of attention. Continuous education having widened its influence, is gradually replacing traditional forms of education, simultaneously changing its architectonics and becoming the important part of lifestyle of the majority of the planet's population.

The proceedings contain papers by scientists and researchers from Belarus, Bosnia and Herzegovina, Germany, Hong Kong, Spain, Italy, Republic of Kazakhstan, Lithuania, Lugansk People's Republic, Mexico, Mongolia, Poland, Serbia, the Russian Federation, Republic of Tajikistan, Turkey, Republic of Uzbekistan, Mexico, Ukraine, Finland, France, Sweden, and Japan. The proceedings are addressed, first of all, to the international pedagogical community – school teachers, lecturers and directors of secondary and higher vocational level educational institutions, as well as researchers and PhD students and all those who are interested in the issues of continuous education.

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THE CONTINUOUS EDUCATION SYSTEM OF THE UNIVERSITY: PRINCIPLES, FUNCTIONS, AND ITS PROSPECTS FOR DEVELOPMENT

V. N. Skvortsov

The article describes the principles of the continuous education system of the university, and its internal and external determinants. It considers the need to develop new professional standards of training for the continuous education system of the university, as well as qualitative changes of competencies and roles of qualified professionals.

Key words: continuous education system of the university, principles for the university continuous education system research, function of the university continuous education system.

In this report we consider three groups of questions: firstly, the research principles of the university continuous education system (such as globalization and internationalization principles, computerization and internetization principles of society, as well as the points which reflect the humanitarian and professional character of its development); secondly, the functions fulfilled by continuous education system of the university, where it acts as an important component of modern Russian society; thirdly, the development prospects of the continuous education system with relation to training of specialists as subjects of production and civil society in the new century. All the listed aspects of continuous education of the university are naturally interconnected with each other and determined not only by internal factors, but also the external factors of its development. On the one hand, they express requirements and standards of global (including European) professional education of specialists, and on the other hand, they show economic, social, scientific, and technological factors of production and our social life.

The globalization principle of the continuous education system of specialists shows that in its modern development, the social and educative interdependence of different countries has increased appreciably. It manifests itself most vividly when our country is forced to take into consideration modern European development laws, changes in the labor market and capital market, and other worldwide trends having a significant effect on its educational subsystems. This points to the fact that the structure, content, and standards of domestic specialist retraining start getting not only into their national dimension of development, but also into the strongly marked international (at least all-European) dimension. Based on the globalization principle, universities can take into account in the course of the continuous education system modern trends of professionalization, intensification, and computerization of educational processes as much as possible, as well as see the real needs and interests of domestic firms, enterprises, and companies in a new light.

The internationalization principle of the continuous education system for specialists directly joining the globalization principle and defining concretely globalization matters of the continuous education system makes it possible for the university to stimulate in practice academic teaching staff to put the interlinkages

and interdependencies of Russian and international market structures and organizations, including the education standards accepted in the Bologna system, into practice in the educational programs of specialist postgraduate education. Development of the domestic continuous education system for highly skilled specialists in the meaning of internationalization leads to the qualitative change of its content and nature. Based on the international educational standards, it draws nearer to European education not only in the sphere of educational process organization, but also in the field of its final results – specialists with a certain set of professional and humanitarian competences.

The computerization and internalization principle of the continuous education system. Inclusion of these principles into the mechanism of its functioning essentially changes the content, methods, and organizational forms of specialist retraining, enables creation of the united educational information environment, and to ensure its high quality based on usage of advanced information and network technologies. This principle improves the life activity efficiency of the modern university, as regards expansion of the spatial and temporal accessibility of educational resources for people, efficiency enhancement of the management system, and quality improvement of educational innovations, information, and telecommunication technologies. Implementation of computerization and internetization principles for the continuous education system of specialists makes it robust, flexible and variable. This enables the university to use new resources for their training, to develop new competences, knowledge, and skills linked to teamwork, adaptability to the dynamic activity environment, and so on. These skills, in turn, make it possible to develop specialists' abilities to resolve their working and professional issues efficiently.

The humanitarian and professional integrative development principle of the continuous education system of the university is the primary component of its organization and functioning. Based on this principle, professors and lecturers of the university begin to take an active part in modification of the educational process: they arrange it on the principle of a dialogue (and a polylogue), enhance its educational effect due to mutual stimulation of mental world development in their students, and transformation of sociocultural and value preferences for their continuous professional education. This gives an opportunity to essentially change civic, social, and professional characteristics, behavioral priorities, as well as to influence the actions and ideals of specialists, thereby successfully affecting new capabilities for development of total human capital in Russian society. This principle presupposes that the continuous education system of the university is based on the producible meanings and value relations which are reproducible by its subjects in an extended sense. Therefore, involvement of humanitarian components into the continuous education process enables a decrease in the imbalanced ratio of pragmatic and value aspects of specialist retraining. This, in turn, enables interaction to be transformed between scientific and educational components of the continuous education system of the university, to change dynamically its structure with respect to branches of knowledge, issues, objectives and subjects, as well as to redefine promptly the set of informative and educational techniques for research, algorithms for their development, and practical realization.

However, it should be noted that the above-listed development principles of the continuous education system of the university become urgent and effective only when it – the system – gains sharp outlines, when the basic regularities which control it are professionally formulated, conscious, and practically mastered. Only in this case will these principles be implemented in practice and help the university increase the efficiency of continuous education organization, strengthen and speed up processes of interpenetration and mutual change of its scientific and educational, spiritual, and marketing complex.

Continuous education of the university, as practice shows, realizes the following key functions: ( ) the social and economic function; (b) the function linked to transformation of scientific information into an economic development resource of regional production; (c) the integration function of the technical and organizational environment of regional production; and (d) the function of social production of intellectual capacity development and social experience broadening among subjects involved in its system. We also qualify as the continuous education system functions: (e) the uncertainty reduction function and stability of external environment towards one's activity; (f) the control function over development of productional, educative, and leisure regional environment; (g) the support and creation function of continuous flow of a highly skilled specialist; (h) the function of balanced interaction between technical and social subsystems at the regional and federal level; (i) the function of balance between interests and objectives of subjects – organizations interested in continuous development of their staff competences. Of course, this list of functions is not exhaustive.

To fulfill the aforementioned functions, the continuous education system of the university should proceed from the perspective, strategy, and stages of the domestic economy's transition to an innovative type of development. Reliance on these components enables the university to fix adequately all the functions which are to be ensured with the continuous education system acting as an important component of Russian society. Such functions rest on objective economic, social, and culturological grounds which determine the content of these functions, as well as the progress of the modern regional continuous education system and professional competences of highly skilled specialists. First of all, the social, economic, and technological policy of our state appears to target dogmatic functional components of the continuous education system development of the university; this policy enables the state community to join social reproduction structures, to define strategic areas of its activity, and to reinforce relations with commercial and production entities, as well as with capital markets, parts of the regional administrative system, its innovative structure, etc., to become a comprehensive subject in the competitive market of new developments and innovations at the level of the specific territory and country in general. The basic character of the listed continuous education system functions is determined by the market structures' needs for workers with the appropriate high-level qualification and professional competences capable of rationalizing production and organization of production within the framework of a firm, an enterprise, and an organization. Their implementation makes it possible for the continuous education system of the university to solve complex problems regarding the retraining of specialists interested in gaining the broad range of fundamental knowledge, abilities, skills,

and professional competences which they need for efficiency enhancement of independent creative activity, rapid adaptation at the modern place of production, and on the tough labor market.

Development prospects of the university continuous education system present the necessity of specialist education as subjects of production and the civil society of the new century. Within the context of situation and the assigned task, they have recently begun to speak about the coming of the technological singularity era and development of many spheres of human society life activity (about the beginning of such a moment after which, according to expert opinion, technological progress will become so fast and difficult that its further regularities and tendencies will prove not to be ununderstandable to us). Accordingly, many researchers are of the opinion that in the coming decades such a scenario of technologies and scientific research development will make educational systems reach a whole new level of specialist education. These will be professionals capable of a broad range of competence in different branches of knowledge and activity. In the late 21st century, the spheres of education, science, and real work practice will apparently become the deeply integrated interdisciplinary fields of life activity both of an individual citizen and the entire society. At the same time, the university continuous education system of such specialists will be considered a quality factor and major result of its development. As for the personal aspect, such a specialist will be: ( ) oriented toward the humanistic structure of society; (b) indulgent and tolerant enough, seek to fulfill himself/herself as person (c) open to innovations and changes; focused for the future; (d) motivated to obtain qualitative education and to achieve high occupational status; (e) mobile in the context of culture, territory, social, economic, and professional life. At the same time, his/her personal habitus will be based on the national traditional guidelines and values of national culture. That is, the development perspectives of the continuous education system of specialists, as we believe should be naturally linked to the humanitarian aspect of their formation as a multiple personality; to culture-centric increase of the present social production; to their transformation into a subject able to think productively apropos of technological, economic, and culturological problems of the certain production change. At the same time, the specialist who passed the specific series of training will become a qualitatively different individuality: he/she will be able independently to define his/her further educational path, to evaluate adequately the opportunities he/she has, as well as personal requirements and needs.

On the one hand, future specialists can become in the professional context a determinant of high profit, an actor of technologically and organizationally advanced market structures if they have a quality system. They need this system both for successful mastery of their profession and for the function of quickly increasing work places inside the modern production. On the other hand, their activity with respect to its knowledge and competence-based structure should combine a multilevel, integrated, technologically all-purpose, differentiated, and customized character at the same time. This will enable them to implement in practice – and the university in the continuous education system – many different kinds (by their configuration) of professional paths and development strategies.

During its progress, the continuous education system of the university (according to expert studies submitted to the RF Presidential Agency for Strategi

Initiatives) should be sensitive to the fact that in the period up to 2030 the necessity for hybrid-type professions appears in domestic production (for example, of manager engineers and entrepreneur engineers). New groups and professional types of workers will gain new professional competences, knowledge, abilities, and skills which will be connected with the work in a network management team, administrative, and management problem solving by automated control systems and maybe even by artificial intelligence, with control of technologies' overall lifecycle, etc. Therefore, the continuous education system will be need to develop three-dimensional and strategic thinking among specialists, the ability to plan development of production structures for fifteen or twenty years ahead, to work with cross-sectoral projects in the logic of the international context and supranational control systems, to use effectively in their activity the specific character of one or another location of a production site and an enterprise, and so on.

In summary, the following should be noted here.

To meet the challenges of the 21st century, continuous education progress at the university should base itself upon its development principles, where not only its internal determinants are summarized but also the external economic, social, and culturological ones. They include the moment of its linkage to the practice of Russian university-building into European education, along with improvement and creative development of the intercultural content of continuous education study programs.

The principles of such an interaction make it possible to find optimal solutions in the field of highly skilled specialist retraining, enable our educational system to rest upon various regulations, values, and traditions from different countries and peoples, and to realize our own educational practice in the context of modern intercultural cooperation. Accordingly, in the coming years the universities improving the continuous education system will be need to look for new points, mechanisms, algorithms, and forms of growth which enable it to reach a whole new level of functioning. The last will necessarily be expressed in the institutional and structural transformations of social production, in modernization of technical and humanitarian relations and highly skilled specialist activity, and in the structure of production and extended reproduction of the country's national wealth, etc.

The fundamental supposition of these processes is development of the universities' continuous education system closely interlinked with perspectives for making and establishing the postindustrial potential of our state. Meaning, content, and mechanisms of these processes are internally connected with the satisfaction of modern and future economic real needs for multilateral, multilevel, and continuous specialist retraining.

To achieve this objective, the continuous education system of the university should have a long-term development strategy allowing connection of the best time-proven practices with modern innovations in the sphere of teaching of present highly skilled specialists. It is necessary to make educational premises for resolution of post-crisis economic redevelopment issues in our country. This can be done with the help of effective educational policy adequately built by the university and aimed at the education and retraining of Russian specialists in all the kinds of its organizational levels. Due to this policy, they will form a new type of work behavior: creativity and high-intensity qualitative labor.

The humanitarian grounds of the continuous education system will make it possible to use dialogical technologies for professional education and personal enhancement of specialists. Based on such humanitarian grounds, the university will be able to work out the optimal methods of highly skilled specialist education. They include the new professional standards of education and activity, the qualitatively changed competences and production roles. In that regard, these can include the following positions: maintenance of the spirit and traditions of the organization as the basis for development of new values, ethics, and integrity of the organization; taking into account not only market demand but also the personal qualities of one's staff; stimulation of innovations and a creative approach to solving production issues; forming and building the active relationships between "teams" and separate workers; focusing the interests and motives of one's staff on the production of high-quality products, on forming adequate processes and relations in the work collective; encouragement of all the colleagues to fulfill themselves; ensuring a variety of communication types at the personal and organizational level; reinforcement of the ability to renew one's personality and the organization in general; and so on.

A SYSTEM
OF LIFELONG EDUCATION
QUALITY ASSESSMENT

U. Inoyatov

The article proposes a methodology for assessing quality using pedagogical and educational settings, criteria, and criteria that are outside the sphere of education. This reveals the essence of innovation activities methodology as a system of methods by which the strategy for innovation, including the system of necessary factors, conditions, methods and mechanisms is developed.

Key words: education quality, educational needs, assessment system, assessment criteria, and mechanisms of education quality management.

The major problem of modernization of lifelong education is to improve quality. Such a problem reflects the typical process of social and economic, scientific and technical development. Changes in the educational needs and conditions of their implementations require greater attention for the quality of education. The quality-related problem appears in conflict with the up-to-date needs of production, economics and society, and an education system that does not always and in all ways comply with such needs. Therewith, the statement by R. Kh. Dzurayev that "the education system, being a social, as well as open system, cannot be affected by all social and economic factors" is reasonable. Thus, study of education problems involves the problems of other social spheres" [1].

In light of modern community development trends and the need for management of all such changes, the essence is that the basic resource of such changes is a human potential that, in turn, is to be determined by education. Present day society is in need not of a good worker, but of a well-educated specialist meeting the up-to-date requirements. Under these conditions education shall provide for good training of youth for life in a changing society, with upbringing of responsibility for global decision-making, and development of readiness of a young person to choose his or her way in life. The quality of education is determined not based on the quality of domain knowledge, but also based on the quality of the personal, worldview, and civil development of the younger generation. It is its main common value. Thus, it is obvious that the quality of education shall be assessed not by using pedagogical and educational settings, and criteria, but also by using criteria that are outside the sphere of education. "The quality of education cannot and shall not be considered based on educational settings only, since education is a wide social and economic, social and cultural category" [3].

Today, the idea and philosophy of the quality of lifelong education is of the great importance. It is not just about practical, but also about understandable problems of the quality of education. From the point of view of the systematic approach, quality is to be considered as balance of the target and the result. Education is always focused on the quality as an ideal of whatever kind – the ideal result of education. In terms of various methodological approaches and frameworks, the quality of education will be filled with various contents depending

on the presence of the target and the result of education. If speaking about the quality of education, this means, firstly, a theoretical basis, i.e. the level of knowledge acquisition by subjects, and the ability to solve not just standard, but also creative tasks. The quality of knowledge is a formed and understandable system of concepts by the course supposed for the level of relevant brain building. It is also important to include the standard of the quality of education in the system of developing the ability of the student to perform activities, and the level of reflection in self-organization of the activity performed.

Thus, the quality of lifelong education is determined not only by the quantity and quality of knowledge, but also by the quality of personal, moral, and civil development of the younger generations. And this is the main common value.

Thus, it is not a surprise that this poses the question which pedagogical theory may be treated as the methodological and worldview basis of lifelong education, and to which criteria shall it comply?

The methodology of innovation activity is a system of approaches through which the innovation strategy is to be formed, including the system of required factors, conditions, methods, and mechanisms. According to V.V. Kraevsky: "pedagogical methodology is a system of knowledge of structure of pedagogical theory, approach principles and ways of knowledge acquisition reflecting pedagogical reality, as well as a system of activity for acquiring such knowledge and justification of programs, logic, method and quality assessment" [2].

The methodology of education quality assessment includes all aspects of assessment and analytics related activities, among which: ( ) setting targets, defining a methodological approach (as a rule, based on dynamic analysis methods of changing student features); (b) developing logistics and mathematical models; (c) choosing the method of information collection and analysis (basically according to the theory of pedagogical dimensions and statistical methods that include extensive use of quality expert evaluation); (d) developing reach design; (e) defining the methods of data processing and interpretation in the process of analysis for making any management decisions for the purposes of improving the quality of education.

The education quality assessment has external managerial and internal educational targets. Implementing targets of the first group, the education quality assessment helps the governing bodies to carry out comparative analysis of the quality of education, to reasonably distribute the resources. The education quality assessment system includes: assessment levels; objects of quality management and their assessment; the subject of assessment; assessment criteria and factors; assessment method; assessment arrangement; and motivational sets of education quality management based on their assessment. The education quality assessment is carried out based on the system of factors and indicators characterizing basic aspects of education system activity (result quality, condition quality and process quality).

Generally, the system of lifelong education assessment is a required item of up-to-date education systems; many modern educational problems cannot be settled without it.

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TAJIKISTAN ON THE WAY TOWARDS GLOBALIZATION OF EDUCATION

A. A. Rakhmonov

The paper explores system education modernization in the Republic of Tajikistan, which is designed to the training of highly qualified specialists, able to take on the responsibility for efficient advance of the country to the sustainable development course.

Key words: international partnership, globalization of education, unified educational space, three-stage personnel training model.

Since the attainment of independence in 1991, the system of higher education in the Republic of Tajikistan has undergone a radical change. The modernization of the educational system is well under way, with one of the main areas being the transition to a new credit-based model. The current priority is to train highly skilled specialists capable of taking responsibility for the successful movement of the country toward a sustainable level of development.

The Republic of Tajikistan joining the world community and signing international conventions and instruments, along with the integration processes in the educational system, exchanges of students and researchers, the recognition of diplomas, and many other things, have all contributed to the development of education, and paved the way to broader international cooperation, which should be developed in many areas. A number of intergovernmental agreements in the field of education were developed within the framework of a single educational space in the Commonwealth. As a sovereign state, Tajikistan ratified these documents, and they are currently being implemented in the educational system of the country. One of the major tasks of the educational system in the Republic is to support new forms of integration of science and education, develop cooperative approaches to establishing educational standards on the basis of the latest achievements in global science, and carry out joint expert examination of curricula and textbooks. At present, the Republic is carrying out these and other transformations, keeping pace with the times by ensuring its appropriate development as an independent state.

Indeed, education is becoming the main factor of the revival, preservation and development of spiritual culture, self-identity and self-fulfillment. As one of the global challenges of the 21st century, education is regarded as one of the priorities within political, economic and social systems. A deep crisis in various spheres of life of the world community has undermined human morale, and laid the foundations for the dissemination of hatred, bloodshed, terrorism, and destruction. Despite these negative developments, the world community is first of all struggling for the humanization of society, so that this process could serve as an intellectual indicator and promote positive behaviors and thinking among individuals in society. The humanization of the content of education also regulates the process, and can ensure the safety of human life, society and nature.

As a sovereign state and a member of the international community, Tajikistan is mobilizing its intellectual potential for the implementation of this vital

process. In connection with this, the National Strategy for the Development of Education until the Year 2020 has been developed to become an essential document for promoting the modernization of education in the Republic. It defines the basic directions of the state policy in education, and regulates the development of the system which is very important strategically in the context of new social relations. The components of the scope of the document define the place, goals and objectives of education in the new historical era. It provides for solving the issues of historical self-identity and absorbing traditional and panhuman values as a basis for the development of a high culture of succession of national traditions, moral and cultural values, and democratic governance. The development of the Program was also driven by the need for radical transformations with a view to improving the quality of education and solving the problems faced by the educational system in the new socio-economic landscape. Its goals are to: (1) provide conditions for meeting the demands of individuals, society and the labor market for high quality education by creating new institutional regulatory mechanisms in the field of education; (2) update the structure and content of education; (3) develop the fundamental nature and practical focus of educational programs; and (4) build a system of continuing education. To achieve these goals, the Republic is pursuing the following strategic tasks: (a) improve the effectiveness of the education management system; (b) improve the methodological support and human resources in the educational system; (c) improve economic mechanisms in the educational system; (d) make high quality education accessible to all population groups; (e) improve the legal framework governing the operation of the national educational system on the basis of further democratization of education management; (f) restructure the system of professional education and staff training in accordance with the recommendations of the International Standard Classification of Education; (g) train highly skilled specialists capable of solving professional tasks in the context of the informatization and implementation of new scientific technologies; (h) create a system for the assessment of the quality of education; (i) improve the methodological and scientific support of the educational process; (j) improve the physical infrastructure of the educational system; (k) create mechanisms for attracting resources from different sectors of the economy to the education sector; (l) raise the social status of education workers, improve the provision of the educational system with financial and human resources, and train education managers.

Higher educational institutions in Tajikistan are currently involved in a staged transition to the credit-based system of education, and are also expanding the application of new information technologies in the educational process. The system has been introduced in almost all institutions in the Republic. The transition to the credit-based system of education will allow for the greater academic mobility of the country's teachers and researchers, in cooperation with higher educational institutions of the Commonwealth and other countries.

The current State Standards for Higher Professional Education in the Republic of Tajikistan mainly provide for the development of a multi-level system of training in the areas and specialties that allow for a flexible response to the needs of the labor market and forecasts of their change. An analysis of the international systems of higher and post-graduate professional education shows that the three-

level credit-based system of education (including the Bachelor's, Master's and Doctoral degrees) is the most common and recognized model in the leading countries of the world. The transition to such a system can provide the best results, because it ensures that its graduates will be in demand in a rapidly changing environment of the labor market. The experience of the leading universities of the world shows that the development of higher professional and post-graduate education requires that a model be created for the interaction of universities with competitive sectors of the economy, where both educational programs can be implemented, and innovation can be introduced in the real sector of production. The practices of interactions between universities and the real sector of the economy are very common in developed countries, and should be introduced in the Republic of Tajikistan too. In 2013, the Republic of Tajikistan adopted the Regulation on PhD Dissertation Defense, and dissertation councils will begin to operate in January 2015. Providing the necessary conditions for quality assurance, accessibility, equality and effectiveness of the educational system is a priority goal in the field of education in the Republic of Tajikistan.

The problem of training teachers has become very relevant during the years of independence, because as an independent nation, the Republic of Tajikistan needed highly skilled teachers. The shortage of teachers became notable due to the civil war which had led to migration, with a huge number of highly skilled workers leaving the country. In the current context, retraining and requalification are particularly topical issues. Therefore, the role and importance of continuing education as a process of training adults, and the identification of psychological foundations for training of mature age professionals, are significantly higher.

Continuing education involves a certain relationship between all the stages of the learning process, and as such plays a major role in modern education. The nature of continuing education depends on the situation, because it primarily involves changing the perception of the reality, understanding the need for transformation (a problem), finding ways of transformation (solutions), choosing an optimal one (choosing a solution matching the capabilities of a system), implementing the chosen way of transformation (transformation tactics), and assessing the result (a new problem). By following this approach, an individual continues his or her education (gets a second degree, completes skills upgrading courses, writes a dissertation, etc.). For an individual, education is just a means of adapting to changes in the social environment, and also of self-fulfillment. Continuing education requires not only educational activities in an external environment, but also constant inner education as a transformation under the influence of the newly learned knowledge.

In his address to the Tajik youth on April 24, 2010, the President of Tajikistan stated the following: "The essence of the state policy in education is to continuously reform the system of training at all levels, and its objective is to radically improve the system of education and training of the workforce." It follows from the above that continuing education is a priority issue brought to life by the present stage of scientific and technological development, as well as by political, socio-economic and cultural changes.

As one of the leading educational institutions of the country, the Sadriddin Aini Tajik State Pedagogical University contributes to the implementation of

educational programs in the Republic of Tajikistan. The university has 13 faculties, specialized in various teaching specialties, offering 76 educational programs of higher professional education (for Specialist Bachelors and Masters) and 37 post-graduate programs. Courses are available both as full-time and distance learning options. The University's mission is to create innovation, research, and human resource bases for the development of a new, innovative educational system in the Republic of Tajikistan. The University runs the Center for Skills Upgrading and Retraining of Teachers, where teachers from urban and rural schools can improve their professional level and knowledge by learning innovative teaching techniques. In addition, the University has a center for training young teachers, where they learn innovative and interactive methods of teaching. This skills upgrading course is compulsory, and trainees are awarded a certificate upon its completion. Every year, teachers of the University carry out on-site seminars on the modern educational problems for teachers in rural schools.

Teachers from the following universities have delivered lectures and master classes at different faculties of our University to improve the assessment of the quality of knowledge on the basis of agreements on cooperation in education with CIS universities (more than 50): L.N. Tolstoy Tula State Pedagogical University, Tomsk State Pedagogical University, Bashkir State Pedagogical University, M. Sholokhov Moscow State Pedagogical University, Moscow Linguistic University, Abai Kazakh National Pedagogical University, and others. All skills upgrading courses, educational and methodological seminars and master classes offered at the University are aimed at making our teachers more professional, as they are delivered by highly skilled specialists, are in line with the current level of science and culture, and encourage professional development in the course of learning.

It is worth emphasizing again that the main task of our institution is to develop students into professional teachers, capable of solving diverse problems related to the training and upbringing of schoolchildren in Tajikistan. Therefore, the improvement of professional training of teachers requires not only new, more effective methods of managing the educational process in teachers' training institutions, but also a revised structure and content of the subject-specific training of students to raise it to a new level of teaching.

EDUCATIONAL REVOLUTION

Y. Attou
M. Bouche

Notwithstanding that EU conception is accepted unanimously, but in practice the lifelong learning idea is intricate and misunderstood, sometimes it's considered as return to school and can remind about unpleasant situations. Authors ponder over the ways of continuing education development in Europe and in the world generally.

Key words: lifelong learning, educational revolution, civil society.

The need to learn throughout one's whole life is an idea that is now universally recognized. But what exactly are we talking about? In fact, it is all about considering education as a continuous process going on from early childhood to the end of life. It embraces all the possibilities of acquiring knowledge: family education, formal education from kindergarten to university, non-formal education, informal education, vocational training, public education, self-learning, training in the workplace, learning while carrying out civil activities, and free time universities. According to the European Community, this kind of education is defined as *"learning activities undertaken at any stage of life, with the aim of improving knowledge, skills and competences within personal, civic and social development and / or those related to work".* But, despite the fact that it is unanimously adopted, the idea of lifelong education remains confusing and misunderstood. It is sometimes viewed as a return to school, and may bring about unpleasant memories. In the context of a break in professional activities, it is a sort of a "lifebuoy" or "SOS training". Lifelong education is mistakenly regarded as advanced training for adults, or even as a second chance to address gaps. Let us try to make it clear.

A time-honored idea. This is a long-lasting process according to Confucius: The idea of learning throughout our lives is as old as civilization itself. Confucius, a Chinese philosopher (551- 479 BC) recommended: *"Continuously revise what you already know. Relentlessly learn new things. This way you will become a master".* Up to the 19th century, philosophers, scientists, religious leaders, and participants in economic and social life, had been trying to prove the need for lifelong education. Those included, among others - Luther, Rabelais, Comenius, Grundtvig and Condorcet. It should be noted that in the 7th century, the hadith of the Prophet, who was the Koran's comment said: « Seek knowledge from the cradle to the grave ». In the context of industrial society, we face a need to develop lifelong learning. Also, in 1809, a man called N. Mangold (USA) invented a machine to teach reading, called *«Mode of Teaching Reading»,* which was patented by them. This was the first ever patent for a training program. The postwar period was marked by the introduction in 1948 in the Universal Declaration of Human Rights (Article 26) of the following human right: *"Everyone has the right to education".* In 1964, in his Human Capital Theories, Gary Becker, an American economist, argued that *"from the point of view of an individual, education is an investment".* This theory will continue having an impact on economic and political leaders, as it shows that there is a connection between the level of education and productivity. In

1967, the International Conference "Global Crisis of Education", which was held in Williamsburg, Virginia (USA), made things surprisingly clear. Since the 90s lifelong learning has started being the focus of numerous reports, especially after the speech of Jacques Delors: *"Education: there is a hidden treasure inside"* (1996 - UNESCO), in which he said: "Lifelong learning is the key to entering the 21st century". Finally, the 2000s made *"lifelong learning"* an integral part of the society of knowledge.

What are the changes? Three major trends in the society strongly affect the entire sphere of education and training, whether it is basic education or advanced training, formal, non-formal or informal education, global, local, or national:

(1) *Globalization.* Globalization of economics changes society in all its structures. Until now, education and training have not directly been affected, since governments have always been competent in this area. However, under the influence of globalization and IT system development, the global market for lifelong learning is becoming a reality, as the supply of educational services is cross-border, and incorporates any "involved" individuals. In addition, major multinational companies create within their own structures "corporate universities", which are meant for training their own employees, thereby hindering academic training.

World demographics are directly affected, given that by 2050, the world's population is expected to have grown to up to 10 billion people. The overall decline of state intervention into the educational sector reflects the reality: governments are no longer able to meet the high demand for education. Besides, the outflow of rural populations is increasing, so cities now should create educational services, which at the same time empties agricultural districts and deprives them of such services.

Migration entails the emergence of numerous segments of the population, characterized by diverse expectations. Educational and training systems, built on the basis of unified programs and teaching methods, have to be adapted to these new students by personalizing the transfer of knowledge. Apart from this, immigrants are constantly faced with the risk of instability and discrimination, which requires a great effort in society, within the sphere of education.

Sustainable development is necessary for all people and for all segments of the population. This issue is going to be part of lifelong learning at any time and in any place. An industrialized society needs highly skilled professionals. Society must now create "eco-citizens", sharing civic values and new behaviors in a society of sustainable consumption.

Income inequality between countries has an impact on lifelong learning, too. Access to education and training, as a rule, depends on the level of development of a country or a region. Taking into consideration that education contributes to the economic and social development of the least developed countries, study guides are becoming particularly important. However, this does not mean that they compensate for the delay in development.

(2) *IT systems development.* Computer technology is growing exponentially, whereas the educational sector is not developing at the same rate. In the digital era new students are born, while parents and teachers are often not adapted to these changes. The world level of computerization in families will soon be a reality just

like television and the mobile phone, which provides an opportunity for lifelong learning.

Use of computers is more widely spread in families, schools and universities. The educational technology allows us to adapt the rate of education to the needs of each student, and makes it more interactive and personalized. Educational and training systems do not take advantage of this opportunity. Some students can use this better than others.

The Internet provides the possibility by a single click, to access huge databases. Search engines allow navigating by keywords and hyperlinks for surfing huge libraries and encyclopedias. However, a lack of mediation raises the question of critical analysis performed by students. In addition, joint logic, which is based on the content created by students themselves, violates the traditional architecture of education and its centralized organization.

Portable gadgets (cell phones, mobile devices, smart phones) give quick access to the Internet anywhere and anytime. This new practice undermines the traditional concept of curriculum and assessment. It raises the main question of lifelong learning - physical presence during the transfer of knowledge. Experts predict a rapid development of distance learning from home or on the move, in addition to a decrease in full-time types of education, where your presence is obligatory.

(3) *Development of the employment sector.* Greater flexibility of the labor market requires us to be prepared for situations of uncertainty and change. Thus, the system of education and training must adapt by developing methods of transfer of knowledge, at the same time maintaining expertise in a particular area. In addition, short-term workers are the most vulnerable group, and become top priority participants in social and professional integration schemes.

The economics of the sphere of knowledge requires such skills as creativity, team work, the ability to take decisions and achieve synthesis, based on a huge amount of data. Knowledge becomes a value for commercial and social structures. Lifelong learning must be adapted, and sometimes re-engage students in the process, in accordance with this new logic. Providing career security becomes a necessity, given the alternation of periods of activity and unemployment. Lifelong learning plays an important role in ensuring the confidence in professional and personal activities. This refers to the transition from only guaranteeing workplaces, to maintaining and developing employment skills, and the internal and external mobility of people throughout their lives.

What is the new educational process like? In the context of globalization and the rapid development of the Internet, we are witnessing the appearance of "The global network for lifelong learning", which allows many people on the planet to gain access to databases anywhere and anytime. Moreover, unification of all local schools, high schools, universities and research centers creates a "global space of common shared intellect". Gradually, systems appear in the fields of cross-border education and training meant for the majority of the world's citizens, anywhere and equally, regardless of their social level, occupation, place of residence and age. They are managed by institutions of secondary and higher education, supported by new players from the sphere of telecommunications,

computing, and communications, as well as civil figures and those coming from various religious groups.

Lifelong education is not only meant for students, but refers to 7 billion people on the planet, who are learners too, including 770 million who are still illiterate. The same logic applies to local and regional levels, which explains the appearance of "educational cities" and "educational regions" where the educational process covers the entire population. Next to or in tandem with traditional public education, we are seeing the appearance of education which is both local and global in its computerized segment. This raises the question of the phenomenon of "glocalization" (a term coined by confluence of "global" and "local"), introduced by the British sociologist Roland Robertson in the 1990s. In turn, Koïchiro Matsuura, the former Director General of the UNESCO, said in closing the First World Forum on lifelong learning and training (UNESCO, October 29th, 2008): "We must make a Copernican revolution: knowledge no longer revolves around society, but society is revolves around knowledge".

Every revolution irreversibly establishes a new order. Moreover, we are faced with the question, what form will this new educational order take? We do not know its exact form yet, but we can already see some elements of this new configuration: the "global village" will have its village school. It will be a "global network of lifelong learning", one of whose classes will be the Internet. New training systems will be hybrids and will consist of classes in the presence of a teacher, "e-mail learning" stages, e-learning, online assessment. Self-education will take its place in this complex. The students will be those ten billion people of the future of the "learning planet". Most of them will get connected via their home computer equipment or via computer equipment located in public places. Digital libraries are already open 24 hours a day. Lectures given by professors will be available for downloading. As Bill Gates, CEO and President of Microsoft, once said: "In five years, the Internet will become a new learning tool. You will be able to find the best world conferences on a free of charge basis on the Internet. It will be better than any university".

Thus, the new architecture of lifelong learning changes the structure of the traditional systems of primary education and continuous education for adults. It is both local and transnational, and is built without any regulation. This is a huge project calculated over a few decades. Even more so as the "learning planet" has 70 million people not involved at all in the system of education of children.

METHODOLOGIES OF SOCIAL EDUCATION IN JAPAN

A. Kawano

The article is focused on the analysis of retrospective and current methodology, method and practice of social education in Japan. It considers several methods, widely spread nowadays.

Key words: Collaborative learning, Life Writing Movement (*Seikatsu Kiroku Undo*), Work life and social education, Reflective practice.

Introduction. All countries have their own methodologies for educational activities, and they continue to change every day along with people's lives due to such things as economic crisis and development of globalization. The importance and urgency of not just the diffusion and expansion of basic education, but also lifelong education and lifelong learning for individuals throughout life is increasing further.

In Japan, social education has been developed as one of people's most important learning bases in their local community and lives before World War II and all the way up until now historically, with various methodologies of social education being built in the process.

In this article, I will review how the methodologies of social education in Japan were created and developed through both governmental institutions and the people themselves up until now. Next, I will examine how the methodologies of social education are applied in the practices up to now through several examples of activities.

Methodologies of social education in Japan from a historical perspective. If we can give a few distinctive features of education and learning views prior to World War II, "enlightenment", "cultivation of the mind", "mobilization"[1], "passive learning" and "education based on national ideology" would be prominent. In Japan, the first national library *Shojakukan* was established for the enlightenment of the people during the civilization after the Meiji Restoration. Particularly, public education was regarded as education which was provided by the Emperor in the period just before the World War II and during the war, and the fostering of Japanese subjects was conducted in the places of education. Social education was no exception, and it was utilized for national integration and the fostering of people who would cooperate with the government during the war. All in all, education for the fostering of children to become Japanese subjects was conducted in school education and was education given to adults carried out in social education. Government attempted to raise human resources who understood the national ideology towards the war, and they tried to mobilize people into the war mentality. After World War II, these negative legacies of education were removed, and Japan tried to establish a peaceful democratic state and the sovereignty of the people.

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[1] Kobayashi S., Kataoka R., Hirakawa, K. eds., *The Introduction to Lifelong Learning (Shogai Gakushu Gairon: Manabiau Community wo Tsukuru)*, Eidell Kenkyusho, 2014, pp.105–107.

However, there was not only education provided by government institutions, but also the self-educational movement by people such as "Free University Movement (*Jiyudaigaku-undo*)".

The Free University Movement was begun by Tsuchida Kyoson and the youth of agricultural villages in the Nagano prefecture during the 1920s. They criticized the centralized universities of the day, and tried to establish the Shinano[1] Free University where people who were working could continue learning. Depending on the idea of Shinano Free University which was drafted by Tsuchida Kyoson, Shinano Free University opened its doors to all people, even women. Regarding the concrete methodologies of Shinano Free University, students attended lectures during the agricultural off-season and continued self-learning throughout the year[2].

In addition, the Life Writing Movement (*Seikatsu Tsuzurikata Undo*) also expanded by Ashida Enosuke and Suzuki Miekichi during the Taisho period, and by Sasaoka Tadayoshi in the Showa period. People depicted their own experiences in everyday life, their thoughts and feelings in writing, and they realized the issues of life and thought solutions.

The movement and methodologies of the above mentioned Shinao Free University and Life Writing Movement inherited current social education in Japan and it raises the importance of the education, self-learning and mutual learning of the people.

The current methodologies of social education.

(1) Development of methodologies during the post-war period. After World War II, the CIE (Civil Information and Educational Section) of the GHQ (General Headquarters, the Supreme Commander for the Allied Powers) promoted enlightenment, the democratization of Japan and the democratic management of youth organizations and women's associations in the local community. In this process, the methodologies of the settlement movement in England and youth education in United States were introduced to Japan, and the Ministry of Education of the day diffused these methodologies, "Group work", into youth education in all parts of Japan[3].

In the historical development of social education methodologies, those methodologies unique to Japan have been created. I will indicate two representative methodologies of social education, and examine their significance in the following.

To date, many methodologies are being advocated and are attracting a great deal of attention. Above all, the "Collaborative learning" and "Life-Writing Movement (*Seikatsu Kiroku Undo*)" have been developed since World War II up until now.

Collaborative learning is the practice of learning by the youth themselves, started in 1950, and developed depending on the activities of the youth organization. The theory of collaborative learning originated from the theory of

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[1] Shinano is name of old province of Japan that is now present day Nagano Prefecture.

[2] Kobayashi, S., Kataoka, R., Hirakawa, K. eds., *Ibid.*, 2014, pp.107-109. Nagashima, S. "The Historical Meaning and Limitation of Jiyudaigaku-undo (Free University Movement)(Jiyu Daigaku Undo no Rekishiteki Igi to Sono Genkai)", *KEIZAI SHIRIN (The Hosei University Economic Review)*, Vol.74(1　2), 2006, pp.169-201.

[3] Kobayashi, S., Kataoka, R., Hirakawa, K. eds., *Ibid.*, 2014, pp.109-110.

group work during the Occupation by GHQ, the theory of Collective Education in China, Life Writing Movement (*Seikatsu Tsuzurikata Undo*) and the activities of youth organizations after World War II[1]. The goal of collaborative learning is for young people to plan and learn by themselves, to organize their learning independently and to create a self- education and cross-education based on collaborative relationships with other young people. This theory of collaborative learning denied the passive learning found where students listen to teachers lecture and cramming. Specifically, they learn and work on life improvement, such as surveying the current agricultural situation, agricultural modernization, simplified wedding ceremony and so on. Through collaborative learning, young people discussed local issues together and revealed issues in their everyday lives, and finally they actively practiced solutions[2].

As mentioned previously it can be said that collaborative learning has its roots deep in young learners' needs and demands, by finding common issues between young people and trying to solve those issues. Basically, small group learning (15 people at the most) was proposed in the theory of collaborative learning. Through the learning people grasping the issues of their life and considering their own life. In other words, it seems that this learning is connected with the people's real life.

At the same time, in the 1950s, the "Life-Writing Movement (*Seikatsu Kiroku Undo*)" was developed for youth and women's learning. The Life-Writing Movement (*Seikatsu Tsuzurikata Undo*), which expanded in Tohoku region before World War II, was the predecessor to the Life-Writing (*Seikatsu Kiroku*) after the War, and developed as a learning method for youth and women. For example, the women who worked at a spinning factory wrote essays regarding their mother, and they read essays to each other, and discussed jobs, and marriage in the future. At the same time, they also could learn the issues of the background and social system of a mother's life, such as the exploitation of labor, feudal family relationships[3], the gender gap between men and women, etc. Women inquired again on their own life and social structure through their everyday life and their mother's life history using the methodologies of Life-Writing.

Thus, the methodologies mentioned above allowed learners to look back over their life and career, to learn and discuss their life issues in the local community together, and to try to find solutions for issues that continue in the current practices of social education in Japan. These methodologies raise the characteristics of Japanese social education and the significances of self-learning by the people in modern society.

(2) Methodologies of social education in recent years. Other special feature is that social education is connect with work life more strong in a variety of place. It has been said that the distinctive features of the typical employment system and tradition of Japanese firms are lifetime employment and seniority promotion. However, due to long-term Japanese economic slump since the middle

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[1] Kobayashi, S., Kataoka, R., Hirakawa, K. eds., *Ibid.*, 2014, p.112.
[2] Kobayashi, S., Kataoka, R., Hirakawa, K. eds., *Ibid.*, 2014, p.113.
[3] Kobayashi, S., Kataoka, R., Hirakawa, K. eds., *Ibid.*, 2014, pp.115-117. For details, see Takako Saruyama, "Communication and 'Recording' in Tsurumi Kazuko's Seikatsu-kiroku Movement : History of the learning organization 'Seikatsu wo tuzuru kai'", The Japan Society for the Study of Adult and Community Education, *Japanese journal of adult and community education*, 50(2), 2014, pp.11-20.

1990s and influence of worldwide globalization, the system of lifetime and seniority promotion was break down and now people need to consider new work life and lifelong learning as well.

Up to now group training was conducted in work place, however, few methods to improve employees' ability themselves have been required in firm in-service education and training. For instance, employees organize small groups and discuss the issues and solution of own work, and suggest ideas. This methodology called "Quality control circles"[1]. Furthermore, people who want to learn newest special knowledge and technics continue learning in evening course of graduate school in university or in a foreign country through study abroad program of firms. Not only special knowledge and technics, but also some firms provide life plan programs like course of preparing for after transfer or retirement, course for reemployment, educational leave for work life, course for taking official qualifications, course for pension, courses on life values and healthy life, course for community services[2]. Employees also participate in various circles, learning groups, community services in local community etc.

Moreover, one of new trends of methodologies of social education lately is "Reflective practice". Reflective practice is a process of continuous learning and reflection on action. For example, practitioners who are working at social education facilities such as *Kominkan*, public library, museum, lifelong learning center try to grasp the voice of the participants of social educational activities, and discuss issues and improvement. The learning by practitioners also continue constantly.

Conclusion. This article aimed to review how the methodologies of social education in Japan were created and developed through both governmental institutions and the people themselves up until now. Furthermore, I examined how the methodologies of social education are applied in the practices up to now through several examples of activities. To summarize this article, the methodologies mentioned in this article allowed learners to look back over their life and career, to learn and discuss their life issues, and to try to find solutions for issues that continue in the current practices of social education in Japan.

Recently social education is connect with work life more strong in a variety of place, and new methodologies like reflective practice are introduced into social education. However, conventional methods such as collaborative learning and Life-Writing are still used in social education field. These methodologies raise the characteristics of Japanese social education and the significances of self-learning by the people in modern society.

As I mentioned before, all countries have their own methodologies for educational activities, and they continue to change every day. Thus, there is a very wide diversity of methodologies. It is inferred that methodologies of social education are developing based on assorted country, area, ethnicity, locality, and so on. In this case, how do we understand the special feature of methodologies of Japanese social education through comparative studies between Japan and other countries? Additional studies on these issues are suggested.

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[1] Murata Y., Yamaguchi M. eds., *A Bilingual Text Education in Contemporary Japan – System and Content-*, Toshindo, 2010, pp.140-143.
[2] Murata Y., Yamaguchi M. eds., *Ibid.*, 2010, p.142.

THE AUTONOMY AND CULTURE IN OKINAWA

T. Yamashiro

The author explores the unique experience of social interacting Okinawa's community, based on local traditional culture and history, cooperation and mutual help, unity of the prefecture's population.

Key words: Okinawa, Shima, Kominkan, traditional culture, self-government, regional community.

This article examines and analyzes the possibility of an autonomous community by focusing on the cultural aspects of Okinawa. Okinawa consists of 113 islands, in a beautiful archipelago that stretches for 800 miles between the Japanese main islands and Taiwan. Okinawa has exceptional circumstances for the following reasons. First of all, Okinawa has a different, unique, history from Japan; Okinawa was once a nation called the Ryukyu Kingdom until 1879. However, for 270 years, Okinawa was, in fact, a Satsuma colony. Later in 1879, Japan abolished the royal government and annexed Okinawa as a prefecture. Okinawa was then left in relative peace until 1944, when the Japanese Army arrived in force to counter the impending American attack. The Battle of Okinawa was one of World War II's longest, bloodiest and hardest fought campaigns. After the battle, the Ryukyu Islands stayed under American military control until May 15, 1972; although, they are still under U.S. military administration now. Ninety percent of all U.S. military forces in Japan are located on Okinawa.

Second, the Okinawan community has been created in each small scale regional community, called Shima, based on it's traditional history culture and sensitivity, cooperation, collaboration and solidarity. The history and culture of each community, Shima has the universality of time, it is only accepted in the local area, not worldwide. Third, regional communities have developed and invested a self-government which has the necessary individual consciousness needed to lay the groundwork for social participation, connecting the government to the inhabitants so that the local government may be effective.

For the reasons stated above, Okinawan regional communities that have individuality, the universality of time and a self-governing entity, have defended their lives against serious problems, including military affairs, community development and the peace movement. The small scale regional community should allow for more individuality, and in variety, than has been the case in Japan, outside Okinawa. Consequently, it is necessary to rebuild the base of the regional community in order to conquer the modern dehumanized society.

In order to clarify the autonomy, cooperation, and culture of the Okinawa Shima community, I'll analyze the voluntary Kominkan to have a community-wide educational function and organization activities. Specifically, we consider the performing arts, Eisa of the Youth Association, the regional nursery (Yohji-en), co-shops (Kyodo-ten), editing the book of local history and culture (Azashi), and the Okinawan immigrant community that strongly characterized these Okinawa Shima communities.

The voluntary Kominkan of Okinawa is positioned in a similar facility according to the Social Education Act. It means it is not a public Kominkan, it is one that was built in autonomously and by volunteers. The number of Kominkan in Okinawa in 2012: the public Kominkan was 97, the voluntary Kominkan was 951, and there were 1,048 in total. Many annual events and activities are held in Kominkans by directors, who are elected, children, youth, women, and elderly associations. These self-governments and cooperations of Kominkans, people ties, create a relationship that mutually supports each other. Music and dance provide a space in which the Okinawan people have been able to affirm their identity. Eisa, a popular form of Okinawan folk dance and music, has traditionally been performed during the summer, in conjunction with the annual Okinawan Buddist Obon, a ceremony that honors the ancestral spirits. Youth associations have danced the Eisa historically, and currently, Eisa has become the center of their activities. Music and dance are important parts of life in Okinawa.

The regional nursery, not the nurseries that the government and the private sectors make, is a facility for the children of the region, made by the people of the region. Childcare is roughly done in the Kominkan; therefore, there is an advantage that the children and the community of people can routinely exchange. Co-shops are also built in investment by the region, for the region. The first co-shop in Okinawa began in Oku, Kunigami village in 1906, and has spread around Okinawa. The way to manage a co-shop is that all of the local residents become shareholders, directly manage, and revenue is distributed to all members. A co-shop can be managed in any sparsely populated area if there is collaboration with the autonomy of the region.

Editing Azashi is a characteristic of Okinawa. As repeatedly mentioned, Okinawa's history and culture is different by region. The government writes a large history, but does not write the important aspects of the history of the region of people. Therefore, people must write their own history to leave for the future. The first record was the experiences of the Battle of Okinawa. All of the people were involved in writing the Azashi in various ways, and it was edited as a public business in the region. Editing the Azashi started in 1950's, and has been published over 500 times in Okinawa.

The first Okinawan immigrants arrived in Hawaii in 1900 to work as contract laborers on sugar plantations. Over time, Okinawans continued migrating to the continental U.S., Canada, Brazil, Peru, Argentina, Bolivia, and the islands of Micronesia. Okinawa sent out a large number of migrants every year before World War II, so it was the so-called "emigration prefecture."

The Okinawan immigrants in Brazil built a voluntary Kominkan to help each other, and to colonize the Brazilian society. They began to function not only as community gathering places, but also as the base for self-government and learning activities. These features are similar to the voluntary Kominkan found in Okinawa. In South American countries, Okinawan performing arts, like Eisa, can be learnt in the voluntary Kominkan or adult studies. By learning the popular Eisa, Okinawan identity links the widely scattered Okinawan immigrant communities.

As described so far, this example of a regional community of Okinawa holds important lessons for globalization today.

ON THE DEVELOPMENT
OF LIFELONG EDUCATION
AS AN INNOVATION PARADIGM

Zh. O. Zhilbayev

The author reflects on the possible ways of lifelong education, connecting them, first and foremost, with the challenges of a globalizing world. Laying down the connection of education and science as an axiom, the author believes that lifelong education will be developed in line with methodological innovations peculiar to modern philosophy of science.

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Key words: lifelong education, paradigm transformation, methodological innovation, humanization.

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Looking into the future from a scientific perspective presumes extrapolation when the strict logic of rational-theoretical consciousness dominates the routine. This requires the generalization of the results of a wide range of monitoring and foresight surveys, and in philosophy, some liberty of thought is permitted. We shall take the second point as an initial one within the framework of the theme we examine. At the same time, such delimitation is conventional. An explanation of the initial cognitive senses acts as the common point. Therefore, as we consider lifelong education in the context of paradigmal transformation, we shall try to build the latter on social concepts of philosophy, as well as the philosophies of science and education.

According to some researchers (A.I. Subetto, et al.), contemporary social practice has brought about a change of paradigms, denoting a transition from the classical (spontaneous, competitive) to the non-classical (controlled, cooperative) one [1]. The 20th century is known as the most dynamic one in the whole history of mankind. The processes of renewal or modernization have involved all the countries of the world and every single person. Standard consumption is becoming obsolete, human individuality and uniqueness of cultural communities are popular, pluralistic values and the dialectics of diversity and uniformity are preferable.

Today, the world has passed from the industrial epoch to the postindustrial one. A postindustrial society is one whose development is dominated by a knowledge-driven economy with high-efficiency industry, with competition in all fields of economic and other activity. Scientific research and the knowledge industry become the main motive forces. The principal and leading factor of development is human capital: professionals, highly educated people, science and

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[1] *Григорьев С. И., Субетто А. И.* . 2- . .: , 2000. 208 .

knowledge in all fields of innovative activities. Postindustrial theory is related to the concepts of the information society, post-economic society, post-modern, "the third wave", "the fourth formation society", "the scientific and information stage of the production principle". According to some futurologists, postindustrialism is just a prologue of a transition to the "post-human" phase of development of the terrestrial civilization.

Without dwelling upon the abovementioned concepts, we should note that general scenarios of the world community's development will determine the realization of lifelong education ideas as a response to the global challenges of the modern epoch. According to experts, these scenarios may be based on two strategies: global fusion of cultures or their global conflict. The first scenario is connected with the cultural strategy of the West aimed at conquering everything "different", at the adoption of the norms, values and institutions of Western life by all humankind. In this strategy, everything that is "non-Western", distinctive, different must disappear or occupy its modest niche in the established system of values. There are many arguments in favor of the second strategy as well. Its adherents claim that the world will be split into local cultures, isolated from each other and engaged in fierce struggle for survival, or rather, in permanent devastating wars. It is clear that both strategies, essentially gloomy, contradict the laws of self-preservation.

We second V.M. Mezhuev, who thinks that globalization is "increasing mutual dependence of nation states and regions forming the world community, their gradual integration into a single system where the same rules and norms of economic, political and cultural behavior will apply to all", [1]

Doubtless, the start of a new epoch and forecasts of further development of the human community played a crucial role in the transformation of educational paradigm determined by the changing needs for education that establishes the relations between society and education as its social substructure. A change in educational paradigms, accompanied as a rule by crisis processes, makes it necessary to critically reevaluate the traditional ideas and to develop new constructs for further development. Therefore, innovativeness of education is the chief feature of the transformations in the sphere of education.

This fully applies to science as well. The evolution of scientific thought confirms the thesis about an objective interrelation between the academic (the USSR, the CIS) and the university-based (western countries) forms of science. As a matter of fact, it is a single entity, because the academic form of science presumes the participation of a university, whose students undergo practical training under the auspices of leading scientists at academies, research institutes and centers. A characteristic feature of the present stage of development of social relations is that the education/science integrations are in advance of the process of integration of education with other spheres, in particular, with the labor market. Apropos, it was the transformation of the labor market that made the problem of

[1] *Межуев В.М.* //
. 3. 2000. . 102–115.

continuous education so urgent. Therefore, those who state that the contemporary reality of education is a multiplicity of various education programs, which is a direct result of the multidimensionality of science aimed at representative cognition of reality, are doubtless right[1]. Today, contemporary scientific philosophy is focused on the problems that are vitally important for the whole of mankind. A number of scientists rank the phenomenon of passionarity, the co-evolution processes, the phenomenon of virtual realities and the most critical issues connected with cloning among such innovations[2].

In our opinion, the issues of passionarity, co-evolution and virtual reality, are most topical when viewed from the perspective of contemporary pedagogical science and the practice of lifelong education. Virtuality is a product of a postindustrial civilization, information revolution and unmanned manufacturing, and some of its principal properties are the following: being generated, actuality, self-sustainability and interactivity. In this respect, lifelong education, permitting all forms of education (in particular, the formal, non-formal and informal ones) – the concepts used in the context of recognizing the results of previous education, the development of new national qualification systems) is fraught with the danger of the complete subordination of a person to an illusory goal. Computer facilities doubtless dominate the diverse resources of non-formal or spontaneous education. According to experts, it is they that create a model of communication where a person acts with imaginary objects and feels the effect of their presence in actual reality[3]. Such a situation brings about the problems of personal self-identification, ranging from high actualization to complete indifference to objective reality. In this respect, pedagogical science has to search for didactic solutions to the organizational tasks of lifelong education, and also for its psychological aspects, connected with a person's orientation in virtual education forms (including remote forms).

We should note that virtuality modes are akin to pathological changes in the human psyche, as different from passionarity by which L.N. Gumilev meant a peculiar type of energy being "a deviation from the species norm but by no means a pathological one"[4]. Human energy mechanisms are predetermined by nature; this fact predetermines the process of shaping passionarians (super activists), subpassionarians (underachievers) and harmonious persons (three types of individuals as per L.N. Gumilev). As a whole, "Passionarity is a characterological dominant, a necessary internal striving (conscious or, more frequently, unconscious) to an activity aimed at the implementation of some goal (most often, an illusory one). We should note that a passionary person considers this goal as

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[1] Interaction between Science and Education, the theme of thesis and its synopsis coded 09.00.11, author: Oksana Igorevna Korolchuk, Canditate of Science (Philosophical)

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move valuable than even his or her own life and the happiness of his or her contemporaries and compatriots[1].

In the context of contemporary tendencies of education (among which the need for fostering leadership skills is increasingly mentioned), these flows of energy should be directed at shaping "spirit passionarians" rather than "flesh passionarians", people who are eager to act in spite of everything and even to their own detriment. People of this type, who are able to absorb abnormally high amounts of external energy, are irresistible, and sometimes indifferent to the choice of means for attaining their goals. Within the framework of continuous education, which has a very wide range of resources, such people are the most active in the choice and development of their own, individual training paths, up to the point of complete isolation. The process of acquiring the necessary skills of survival in human society is then jeopardized. Since passionarians' impulses are predominantly negatives, we should develop and propagate pedagogically compatible technologies of fostering. What is meant here is the socialization of a person being essentially mastering the system of social roles in the process of interaction of generational subcultures.

It is from this perspective that we should develop the theoretical foundation of education connected with the ideas of cloning as a process presupposing the creation of a creature that is genetically identical to its parent. However, this sameness is not connected not with the reproduction of a monoval twin of his or her father or mother rather than a new organism; in other words, such a person will not be a child. Therefore, he or she will be denied the opportunity of playing the roles of a child, a brother, a sister, an uncle, an aunt, a grandfather or a grandmother from the very start. His or her ability to adequately build or take part in any consanguineous relations is doubtful, because a clone is not a genetically genuine, but an artificially created creature. Being an artifact, a human clone, even if he or she would be successfully programmed, will hardly be able to feel the higher-order emotions and needs naturally inherent to a human being. However, cloning has asserted itself quite in earnest. Therefore, anthropological sciences, including and especially pedagogics, are unable to ignore this extremely dangerous tendency in the development of humankind that has manifested itself so clearly. Maybe, today this problem is not directly linked to the ideas of lifelong education, but no assurance can be given that in the future it will skip these issues as a paradigm model. The pace of production of new knowledge and development of new technologies that hasten the coming of tomorrow is so rapid that its slightest slowdown can lead to catastrophic consequences. That is what we should start with. Secondly, cloning, as well as the methodological innovations described above, must not be just studied carefully by sciences. It must be a subject taught to the people who live at present.

Such a statement of purpose may look at best daring, because it has not yet touched upon the vital problems of the overwhelming majority of people. The principles of co-evolution (joint and harmonious development of nature and society)

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[1] Ibid.

are a different thing altogether. According to N.N. Moiseev, "Humanity is a part of the biosphere, and the implementation of the co-evolution principle is an essential prerequisite for ensuring its future"[1]. The global ecological challenges of the present epoch are caused, first and foremost, by a great difference between the rates of bio-evolution and techno-evolution (by three orders of magnitude), whereupon the rate of the latter increases constantly.

We think the theory and practice of lifelong education will gain momentum in the discussions of development of those methodological innovations.

Translated from Russian by Znanije Central Translastions Bureas

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SPECIAL FEATURES OF EDUCATION SPACE FORMATION IN ECONOMIC AND SOCIAL CONDITIONS INHERENT IN THE POST-INDUSTRIAL EPOCH

O.B. Ivanov
S.V. Ivanova

In this interdisciplinary article, the authors disclose special features of education space formation in economic and social conditions inherent in the post-industrial epoch.

Key words: education space, economic and social conditions, post-industrial epoch, education space designing.

Common knowledge of the fact that economic and social conditions (factors) have a direct impact on education does not eliminate the issue, making it even more urgent to study this impact on the formation, development and status of the education space of the world, country, and region. It should be borne in mind that all the concepts embodied in the title may have some differences in interpretation that in our case may affect the results of the issue under consideration. Therefore, it is important to: (a) assign a definition to education space, because the diffuse character of the concept of "education space" leads to fuzzy results when you use it in theory and in practice; (b) identify the main characteristics of the post-industrial era, since it is obvious that in any previous era the topic would have been raised and revealed in a completely different way. The urgency of the issue and even the choice not to review the education system but the education space is determined by the current period of time; (c) interpretation of the concept "economic and social conditions" for the context of the assigned task solution.

Education space is worthwhile being considered in two ways: as a place possessing the objective world, that is a collection of various objects, creating and filling this space; and as a place of the subject of specific subjective activity, consisting of perception, action, and space subjects' impact that are related to it in some way, and we emphasize this point of A.M. Novikova that they affect it [3; 5].

Initially, the sociologist D. Bellom announced postindustrial society, being a term he introduced in the 1960s (in his speeches) and in 1973, analyzing the first changes of society characteristics since the 1950s [1]. In those years, Bellom shrewdly identified the main characteristics of *post-industrial society:* the priority of changing economic activities (from production of goods to production of services); the growing role of science, education and health care; the increasing importance of information technology; change of social norms (agreement, tolerance, correctness instead of confrontation and war); new bases of decision-making (scientific modeling and prediction). The following authors only slightly refined these characteristics. Thus, the post-industrial era imposes higher demands on the skills and education of personnel; it leads to an increase in the number of people employed in the intellectual sphere, to changes in the interests of people towards creative development, and hence a change in the very structure of society, growth of education needs, and increasing demands for quality and level of education.

These characteristics of the era are inseparably connected to the level of social and economic development of society.

Economic science highlights *the social conditions*, understood as "life conditions of an individual in society": (a) the level of education; (b) the life level and style; (c) the cultural level of the population; (d) the provision of material goods and public services; (e) the conditions of work and safety; (f) the government regulation of social conditions (a social protection program to combat poverty, public education, health care, taxation, etc.); (g) the state policy of population income formation (the minimum wage, certain scale of pension) and others. [8]. However, the social conditions in a community are directly affected by government policies, the internal and external environment, the geopolitical situation, and, of course, economic conditions, which determine: the level of production, productivity, commodity-money relations; the credit and financial system condition; tax policy; the market and transport infrastructure, and so on. Economic conditions most closely merge with social ones. Thus, they cannot be considered separately, and it's more correct to speak about the social and economic conditions that also operate in conjunction in a society. Comparing social and economic conditions with the characteristics of post-industrial society, we can see their correlation as to the issues we are interested in. It's time to take a comprehensive look at the risks and negative trends when the three mentioned aspects - space, time and conditions - weakly support one another.

Referring to topology, born from the depths of mathematics, and assessing space through the metric system, it is obvious that the object (subject, educational institution, educational system, government, etc.), depending on its scope (dimensions) may define the scope (dimensions) of its topos (place), in other words - space. In this case, the toposes' amount will increase the dimension of a new topos in proportion (will create a new summative space), and the subjects and activities amount in the named topos will not give a mathematical summative effect or any other logically calculative result. The subject is playing the role of a non eliminative element of education space.

The certain education space and certain social and economic conditions are being formed through manifestation in an activity subject.

If the education space is being built by subjects outside the social and cultural code, on a market basis as providing services (which in fact is one of the characteristics of the post-industrial era), then there is a specific motivation for the subjects and consumer attitude to the objects of education space and subjective activity inside of it. Such an approach is unlikely to change the condition of the quality and level of education for the better. Therein rests a profound contradiction of the modern post-industrial era, carrying destructive tendencies: here a condition is set which is achieved by means of available time and place, but not suitable to achieve a positive result.

Social and cultural estimation of education space, according to G.V. Sorina and V.S. Meskova, constitutes in its consideration as a "cognitive space, creating conditions for cycles of successive developing transformations, motivating people for the acquisition of knowledge, competencies and creative development. In this case, the education space creates a social space being capable of producing a subject of cognitive activity, a person who is knowledgeable and multicultural, a

creative human of culture. This space is forming a cognitive society, which is able to maintain and increase the culture, generating new cognitive subjects." [6].

This initial setting defines a special attitude to the education space approaches at the state level, in the legislation of the Russian Federation. Speaking about this issue reflected in the federal education space, we note that in the second article, which provides a thesaurus containing 34 definitions of basic concepts of the Law, where there is no definition "education space." However, the Law uses this term in articles 3 and 11. For example, in article 3 the concept "education space unity" is defined as quadruple, and among the four items in the 11th article, the first paragraph says that the federal state education standards and federal government requirements provide a "common education space of the Russian Federation". Not by chance, this point is placed as the first one. Compared with the second and third – with the continuity of basic education programs, content variability – the task of ensuring the unity of education space looks geopolitically and ideologically globally, which is enhanced by the fact that this is called the principle requiring collateral. In comparison to the first task on preserving the unity of education space, the fourth paragraph on ensuring "the state guarantees of the level and quality of education on the basis of the unity of the mandatory requirements to the implementation conditions of the basic education programs and the results of their development", looks to be clarified to some extent. It should be noted that the concept of "education space" is not as simple as it may seem at first glance, but its application in law shows a rather narrow understanding of the term. In other words, if the space is built without taking into account the time (epoch) and conditions (state) of objects and subjects, which are filling it, then it is useless to expect its successful formation. However, we often see in practice exactly this situation, while decision making on the formation of education space, especially – on respecting the principle of unity of education space. A narrow view of education space leads to a situation when during decision-making, the basic essential contradictions of conditions, epoch and space – time and conditions topos, is methodologically and practically not taken into account, which leads to the impossibility of creating precise mechanisms of decision-making, and to difficulties in the implementation of the decisions taken.

Other very significant conditions are *geopolitical factors*. The perspective of education space consideration as a whole over the country, in a specific region or referring to several countries, may be different. In our opinion, education space must be considered *from* a dichotomous positions: as a factor of political and geopolitical stability/instability of a state and society; as a factor contributing to the development of individual countries, civil society or destabilizing the situation in very different ways; as a factor of successful integration and inter-state cooperation, or a factor contributing to isolation, closed nature and violations of international relations; as a factor and condition of social development of an individual and society, or vice versa, of negative and destructive tendencies and unsuccessful personal life of people. We have a special country: 36 of its regions border with 18 foreign countries. The impact of the number of neighboring countries in border areas and regions of Russia is extremely high. Some countries have an impact on Russia's large territory. Often, this is done through educational organizations, regional and municipal education authorities. With specific

geopolitics in the global world, this influence can have positive results, but it also can have negative, up to the loss of the state's own educational space: the total or partial loss, which means loss of statehood in the first case and a negative impact on civic identity in the second.

This must be taken into account, determining public and civil purposes and objectives of education. Under these conditions, the preservation of a unified education space is the most important (scientific and practical) state task.

The policy in education space formation and education goals achievement spheres are built by each state according to its own geopolitical and economic interests, considering the superpowers and political military blocks, taking into account its national, historical, religious and other specific features, management systems and ideologies. [2] Whereas in the modern world education space should be multicultural, socially-oriented, and open to the formation of international education space, and even more often supranational by nature of knowledge and human familiarization to the world values.

Assignment of favorable factors and risk factors made the *issue of education space design* urgent [4]. It is important to take into account the potential of the design approach in education. We believe that the design of education space should be treated as administrative, not a methodological task, that is to understand administrative design as the use of the design activities in the education system management. The study and consideration of economic and social conditions shows that we should use economic and social planning initially, because social engineering and design in the field of education in the proposed context are interdependent, as well, and they are very closely linked with economic design.

Social and economic engineering is an activity related to the development of science-based social and economic processes, with purposeful change of the various social institutions. However, taking into account the ideas of the social and cultural estimation of education space, and the design of education space, it is important to consider it, first of all, in its activity-meaningful aspect.

Managerial design activities should be an activity of a strategic nature, aimed not so much at institutional change, but at the implementation of a cognitive approach to the education space as a subject of design.

Designing education space as a whole will help to minimize the risks, and to determine the points of frustration in the society, in order to eliminate uncertainty in implementation of aims and plans. Obviously, in accordance with the laws of science, it will increase management processes control in the education space, taking into account the specifics of the current time period and social conditions.

Education space design is, in our opinion, the creation of a holistic, large-scale, coordinated plan (project) of various structures' activities in education management, which are considered the contemporary challenge solvers in the field of education, taking into account the social conditions and specifics of post-industrial society.

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TRADITIONAL AND INNOVATIVE TEACHIING METHODS: APPLICATION OF ACTIVE LEARNING METHODS IN THE EDUCATIONAL PROCESS

A. Akbarov

Traditional and modern methodology. To apply any method or teaching strategy, the teacher shall take into account important factors: interest, motivation and level of intellectual abilities of each student. He should start teaching with a gradual understanding of the development process of his students. The taxonomy of Bloom's educational objectives (1956) identifies the hierarchy of six categories in the cognitive sphere (see Table).

Cognitive Processes	Result
(1) Knowledge (2) Understanding	Recalling the information received and learned by students
(3) Application	Enables the use of knowledge
(4) Analysis (5) Synthesis (6) Assessment	Provide an opportunity to work on the problems that encourage us to explore and unleash our creative potential with each student

The teacher should be aware of the needs and abilities of his students, how they perceive the process of learning and develop in this process, and continue to build a teaching strategy in the classroom in accordance with these key points. According to the Gardner's theory, all people have different intelligences and individual expression of their abilities, each person has a unique "cognitive profile" (Gardner, 2006, p. 8). Structure of intelligence according to Gardner (2006, p. 9-14) can be represented as follows: (a) linguistic-verbal intelligence; (b) logical-mathematical intelligence; (c) spatial-visual intelligence; (d) musical intelligence; (e) bodily-kinesthetic intelligence; (f) interpersonal intelligence; (g) intrapersonal intelligence; (h) naturalistic intelligence. The theory of multiple intelligences opens the door to a variety of teaching methods that can be easily applied in the language class and gives the teacher an opportunity to enhance the modern teaching strategies using a variety of methods and forms of organization of studies (Armstrong 2009, p. 51). Taking into account the abilities and the degree of intellectual development of students, the teacher can control the atmosphere in the classroom and select the answer to the question about the use of traditional or modern teaching methods, as well as about the choice of teaching aids and strategies that will help every child to learn in their own way.

Traditional method. Traditional teaching methods related to the language classes are still widely used in many schools, especially public schools. The teacher controls the learning process and thus, is at the center of this whole process. In addition, learning takes place following the strict requirements of a textbook. The traditional way of learning is a process of interaction where the teacher is a source of knowledge, and students are passive recipients of knowledge (Boumova 2008). Applying the methods of traditional pedagogy, the

teacher occupies a central place in the classroom and leads the prepared lesson by the existing tradition: review of the previous material, its repetition, introduction of a new theme, explanation of grammar, reading, doing translations and exercises, correction of errors. These items are included in each lesson. The aim of this method is memorizing of the material learnt, and whether students understand it or not. Much focus is given to testing. All students are tested, which is the main method of assessment of knowledge, but it does not take into account the background of their knowledge, abilities and interests. Thus, there is not enough mutual communication between teacher and student, and students have little chance to practice and develop their skills and knowledge of a foreign language, and gain communications experience in the classroom. There are three basic methods used in traditional teaching: (1) direct instructions and lectures; (2) self-directed learning; (3) learning through listening and observation.

Modern teaching methods. It is safe to say that all the teachers are looking for better ways of teaching and use of modern methods and teaching strategies. In contrast to the traditional methodology, modern methodology is much more focused on the individuality of a student. According to Jim Scrivener, the main role of the teacher is "to help the learning process to take place", which means "involvement of students in what is happening", "allowing them to work at their own pace, without giving them long explanations, encouraging their participation and communication" (Scrivener 2005, 18, p. 19). Modern classrooms are equipped with a wide range of visual aids (magnetic marker boards, educational resources, educational toys, computers, various crafts, mathematical equipment, printed and electronic books, etc. What is more, there is a great need for the teacher to incorporate all this into the learning process. In the modern learning process, the teacher is not so much needed to explain, but to support and help students to explore, to try to implement their plans, and to make learning interesting. Ronald W. White formulated three principles of the modern methodology: the predominance of speech activity, the emphasis on the centrality of the associated text as heart of the learning process, and absolute priority of speech methodology in the classroom. Instead of memorizing grammar rules and a separate list of words, modern methodology prefers "to provide contextual language and develop skills" (White 1998, 11). At the present time, we are dealing with a lot of the methods used in schools to improve the learning process, and most of them give very good results, especially in interaction with each other. Currently, the following methods are widely used:

"direct instruction" (the most common form of learning through lectures, but it is not the most effective method of teaching, since student groups often need more interesting forms of teaching to achieve the effectiveness in their learning);

teaching through research (this method requires a lot of time, energy and planning, but often it is justified by its efficiency, it develops critical thinking skills in order to reach a conclusion. This is the most personal-centered and personal-directed teaching method);

group teaching (includes separation of students into groups with the purpose of collaboration; as a rule, the distribution occurs regardless of ability level, it is necessary that the group includes children with different levels of intellectual development);

"free instruction" (as the name implies, it is a much less formal method of teaching; experienced teachers know their students. If you teach a specific group of students for some time, then you probably already know a bit about their interests and level of their training) (Wisegeek.org 2014).

Most of the methods are grouped into families of educational models, so we can talk about a family of models of information processing, a family of social models, a family of personality models, a behavioral system of a family of models and the constructivist model (integrated). This shows that school systems around the world are trying to determine the best approach to teaching. Among all the above methods, I would place emphasis on a model that, according to most researchers, is the best to date. The key point of this paper related to modern, advanced teaching methods, is to discuss the SIOP model, which is widespread and implemented in the educational systems of all fifty states in the USA, as well as tending to be the best method of teaching in the world. It has been created by distinguished professors at California State University Jenna Echevarria and Mary Ellen Vogt, and Deborah Short, a consultant in the area of professional development, and a senior research fellow at the Centre for Applied Linguistics in Washington, District of Columbia. This model is supported by the Program for Educational Development and Research, the Centre for Research on Education, Diversity and Excellence (CREDE) and many other research centers around the world (Echevarria, Vogt&Short 2008, p. 3). This model has been formed over the years, and today is designed for everyday use in teaching. It can be implemented for all school subjects and in all kinds of lessons. This requires teachers to be highly organized and well-trained.

The SIOP model consists of eight interrelated components:
- Preparation for a lesson
- Topic composition
- Clear introduction
- Interaction
- Practice and application
- Lesson organization
- Overview and assessment (Echevarria, Vogt&Short, 2008, 16).

Each of these components helps and guides the teacher in terms of lesson planning and organization in order to obtain the best results and feedback from students. The SIOP model has thirty features in its application at lessons for English language learners and English-speaking residents. These features are included in the above eight interrelated components. The results of using this method include high quality, effective learning and improving student achievement.

Advantages and disadvantages of traditional and modern methods. Applying modern teaching methods, we are able to use many different auxiliary devices and materials. Children, of course, get great pleasure from the lessons, with the use of a variety of visual materials, such as flashcards, interactive whiteboards, and CDs. Thus, they become more attentive and better remember the learning material by passing it into the long-term memory much faster than if the teacher explained the subject in the traditional way. These aids also "support the facts in the explicitly-declarative memory of students" (Ortega 2009, 87). The

teacher also receives great benefit from the use of aids: of course, it is much easier to show the process of plant growth in the form of a slide show than to draw pictures on the board every time, where necessary.

Modern methods have also disadvantages, which on the contrary, speak in favor of traditional methods. As already mentioned, they allow us to use modern teaching aids, which can lead to certain obstacles and inconveniences, and in particular can reduce the degree of interaction between the teacher and the student. In addition, there is the high cost of equipment and the need for its maintenance, as well as the need to train teachers in the proper use of equipment. Traditional teaching methods have been used for a long period. We cannot say that the traditional teaching model is absolutely incorrect or unacceptable in modern conditions. It can also be used today, but of course, in conjunction with other methods.

Conclusion. It is hard to say what methods should be used today in the classroom, especially by young teachers. Everything should be taken into account in the educational process: the classroom itself, the number of students, the equipment owned by an educational institution, the basic knowledge of students and their abilities, social conditions, and the motivation of each individual. The teacher can use any pedagogical methods authorized by the education system, both traditional and modern, but including their wide range in his activities, he should improve his teaching skills, working around the clock for self-improvement. He shall be a good example for his students, not only as a representative of his profession, but also as an interesting personality that can engage students in the learning process. Being a teacher is a lot of work and a great responsibility. It is necessary to anticipate all the possible difficulties, just entering the classroom. Establishment of personal contact of the teacher with students takes a long time through the determination of a comfort zone in the learning process. If the teacher sees his students as those who need a teacher that can help them when they need it during the educational process, if he is able to bring a smile, the flash of joy and happiness, a twinkle in their eye, then we do not have to ask questions relating to traditional or modern teaching methods. Everything is within the power of such a teacher.

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THE CONCEPT AND HISTORY
OF SOCIAL EDUCATION
IN JAPAN

T. Matsuda

The report deals with the issues of social education historical way; the paper focuses on the main concepts of social education, the role and meaning of community values in social education.

Key words: social education, lifelong learning, *Kominkan* (community education center), community development, self-education, socialization of education, sozialpädagogik.

The two aspects of social education in Japan. Social education and lifelong learning in Japan are often socially recognized as the types of learning for self-fulfillment including learning based on culture and hobbies. It is quite true that these types of education often have such elements. Accordingly, the abovementioned education and learning styles are regarded as personal affairs and, as a result, considered personal expenses. It is difficult to regard the fields of social education and lifelong learning as the kinds of education and learning that should be paid by public taxes under the present financial crisis of local authorities. In the field of social education, at *Kominkan*(community education center) in particular, self-fulfilling educational activities centering on culture and hobbies have spread since the 1960s, and furthermore, owing to the spread of lifelong learning since the late 1980s, the learning activities through the study program have become generalized(1).

On the other hand, the tradition of the practice of collaborative learning(*Kyodo Gakusyu*), which has been practiced by the people willing to solve the tasks of the community based on the practical living in the community, has been succeeded and it was seen in the activities at *Kominkan* after World War II. However, the learning activities of this type are less likely to be recognized as social education in society, but only as a minor part of social education(2).

At present, under the decentralization policy, *Kominkan* were transferred from the board of education to the local chief bureau, and it is strongly positioned as a community facility (facility for the development of the community). However, leading up to this, there was recognition concerning social education and lifelong learning, as shown in (1) above. In other words, the local authorities could not afford to maintain *Kominkan* as an education and cultural facility, so they wanted to reposition it as a base facility depending upon the self-reliant efforts of the community. This change reflects the historical aspect that there has been no recognition concerning *Kominkan* having a deep involvement in the development of the community, as shown in (2). Actually, most of *Kominkan* have self-limited their functions to education and cultural activities. As a result, it often causes a myopic idea that adult learning based on culture and hobbies should be performed at the users' cost and *Kominkan* should play a role of regional development as a public facility.

The historical concept of social education. "Social education" is a coined word that combines "society" and "education." It is a concept that education is connected to society, which means it's based on the consciousness of society and takes society as its target. At this point, social education in Japan is different from adult education in the UK etc., which emphasizes general education. However, as a tool for the general public to access education, the elements of hobbies and entertainment were also integrated into social education. In addition, to cultivate citizens who take important parts in civil society, general education was also included in social education. On the other hand, from the viewpoint of nationalism, social education was considered as a tool to deal with social problems. Meanwhile, it is utilized to promote community development.

Nowadays, social education is mainly comprehended as adult education in Japan. In addition, out-of-school education is also included. However, if we were to trace the descent, it would be different. Social education was also understood as a kind of education that was consciously in relation with society and could cultivate the society.

From the 1870s to the 1920s, the historical concept of social education was formed in different directions. After World War II, the development of theories and practices was limited in education for youth and adults. In the age of the welfare country when it was under a smooth economic development, this kind of social education played its role effectively, to a certain extent. However, in the present risk society, the adult education-based social education, which was supported by the welfare country, is also placed in an unstable situation. To resist the instability and have a fine view of contemporary society, it is necessary to re-define social education.

Therefore, it is important to reconsider social education via the historical understanding of social education. Along this clue, I will begin by reviewing the four historical genealogies of social education.

First, the thought of social education proposed as self-education was introduced in 1877 by Y. Fukuzawa(1835-1901). The self-education-based social education, of which the middle class is the backbone, showed the prototype of social education in modern Japan. After that, U. Kawamoto (1888-1960) systematized the self-education-based social education in the late 1920s. His theory of self-education was affected by P. Natorp. It was considered a great and powerful theory of social education after World War II. In the past, when the theory of self-education was discussed as essential to social education, there was a tendency to consider that it was formed in the post-war democratic climate. However, we have already observed its indications from the thought of social education proposed by Y. Fukuzawa. After the trials of history, self-education-based social education was formed. This kind of social education was widely accepted by the general public during the period of the post-war economic growth. Through the historical view, we could not only understand the theory of self-education from the perspective of right to learn, but also get the diversity and contradictions inside its thoughts and activities. That is to say that the self-education-based social education is the first genealogy of the theory of social education.

Secondly, in the 1880s, another theory of social education emerged as a means to supply school education and facilitate school attendance rates. Then, the theory of social education, which was an intimate connection with school

education, was developed. After that, the theory of social education for education reform was developed by K. Norisugi (1878–1947, the first chief of the social education sector) in the beginning of the 1920s. On the other hand, in this genealogy, social education was placed subordinate to school education. However, it is obvious in Norisugi's theory that social education, which could alter school education and lead the education reform, in other words, "the socialization of school" as an advanced function of social education, was highlighted. This has become a criticism to the restricted concept of social education until today, and is taken as an established theory that social education is out-of-school education. Today, Norisugi's theory of social education has become one of the ideological backgrounds of the idea of cooperation and fusion between school education and social education, and the opening of schools.

The third genealogy is the theory of "The socialization of education, and the education (schooling) of society." J. Yamana (1864–1957), who wrote *Social Education* (in Japanese), the first book on that subject in Japan, was the root of this thought. Also, it was formulated by the bureaucrats in the fourth sector of the Ministry of Education (the first sector of social education, 1919–1924). This theory emerged in the late 1910s, and then was shared among the fourth sector led by Norisugi. The theory of social education, which does not only include the out-of-school education, but also emphasizes its social function, was developed as a kind of "educational relief" linking to the theory of "equal opportunities in education." This theory of social education was combined with the educational security for the children who were excluded from the school education system, such as the challenged children, needy children and juvenile delinquents. After the Russo-Japanese War, social education in Japan was in close relation with social work (social welfare). By the 1920s, a part of welfare has been included in social education.

The fourth genealogy is the theory of social education which is supposed to perform the function of facilitating community development since the late 1880s. It was genuinely implemented through the Community-Based Reform Movement initiated by the Ministry of Interior. As we can see, the phrase of social education in Yamana's theory was in relation with "the amelioration of society" and "the popularity of education." Social education was combined with the idea that takes the improvement of society and the improvement of education as a whole in communities. It was also developed as a concept that combines the functions of both education and community promotion. This concept of social education was inherited by *Kominkan* after World War II and aroused a lot of discussion about the theory of social education for community development. In the contemporary society, this type of social education theory has been attracting a lot of attention again. In this genealogy, we can find the trend emphasizing the logic of community promotion, rather than the logic of education. Although it was criticized, if we take this genealogy as the historical contradiction of the concepts of social education, we would be able to get some historical points of view, which can be used to re-examine the proper situation of social education in current Japan.

In this way, the concept of social education was historically established by possessing multiple meanings. Social education, which was popularized after World War II, was mainly positioned in the genealogy of self-education. However, after all, it was developed as an adult education based on hobbies and culture. After the war, the understanding of social education was extremely limited. By

reviewing social education through a historical perspective in multiple angles, we can get some ideas of coping with the current occlusive situation of social education. Through these efforts, we can explore novel possibilities of social education in a contemporary society.

Community values in social education. Social education has traditionally expected the "power of society" to promote education in society. Social education lies deep within local society or community, and it has taken part in the process of creating autonomous practices by citizens to realize the "common good" and self-governance in communities.

Social education has common characteristics with social capital. The concept of both social education and social capital has been used to emphasize the social context of education. And furthermore, social education attaches great importance to the value of social networks, the criteria of generalized reciprocity and trust, and the bonds of community, which are the main components of social capital.

Yamana paid attention to "association" as a facilitator of social education in the book, while distinguishing national education from social education. He discusses the "principle of social education ", and states that "society educates itself" is the basic tenet of education.

It was sozialpädagogik of Germany, which was introduced to Japan in the 1900s, that gave pedagogical grounds to social education in Japan. It is necessary to pay attention to sozialpadagogik, because it links education to welfare, while emphasizing the "social aspect of education". Social education in Japan also historically contains welfare work, and we ought to return to this kind of value system today.

Kawamoto paid attention to the community from the perspective of social education in the 1920s, which was influenced by progressive education in the United States. After World War II, the issues surrounding the relationship between social education and community were discussed with the establishment of *Kominkan*.

The focus of the debate was on the relationship between the freedom of an individual and the solidarity of the community. Presently, the relationship between communities and social education is becoming an important issue in municipalities undergoing reform of administration and finance.

Various goods exist in communities, and they are reconciled and coexistent, but they also collide. Moreover, national values penetrate into communities. *Kominkan* play an important role in balancing various goods and realizing "common goods" in communities. "Common goods" are defined, corrected and decided through deliberation. They are realized through deliberation in *Kominkan*.

Therefore, it is necessary to prepare the various places for deliberation in *Kominkan* formally and informally. The staff of *Kominkan* takes part in this process of deliberation as facilitators, and the educational activities of residents create new community values. On the other hand, *Kominkan* have begun to play a part in welfare work. Social education can also realize new "common goods" of communities, including educational welfare work as well as German sozialpädagogik, social pedagogik in Nordic countries and so on. The values of social education are created by taking part in the realization of "common goods" in communities.

METHODOLOGICAL PROBLEMS OF CONTINUOUS PROFESSIONAL EDUCATION

V. N. Vvedensky

Important methodological problems of continuous professional education are identified. It is proposed that we consider the discontinuity of education and the nature of this discontinuity in pedagogy as a scientific art, and style of professional education.

Key words: continuous professional education, methodology, non-continuous education, scientific art, style.

Due to the fact that continuous professional education is an extremely complex interdisciplinary and multi-level phenomenon, it is necessary to clarify and classify the methodological problems of this phenomenon. From the standpoint of the methodology (as the doctrine of the organization of activity), it is advisable to consider the archetype "continuity of professional education", using the means of methodologically strong sciences (mathematics, physics, philosophy). So, if there is a concept of "continuous professional education", obviously, there is a concept of "non-continuous professional education" – for example, discontinuity. Therefore, it is possible to identify the points of discontinuity to study the nature of these gaps, to define their classification and to find out the reasons causing these gaps. Today, discontinuity is often seen by students as a mere fact of leaving an educational institution, which expresses only the formal approach to the issue.

As is known, movement from one state to another (from discontinuity to continuity) involves passing certain stages and certain conditions. In our opinion, within the framework of research of the phenomenon of continuity, it is feasible to introduce new concepts, such as: discontinuous professional education, points of gaps in professional education, regular and irregular professional education, semi-continuity, one-sided continuity, and near-continuous professional education.

Generalizing the problem, we should note the need to expand the dichotomous research (continuity – discontinuity, conflict as a harm - conflict as goodness, patriotism – false patriotism, individualization of education as progress - individualization of education as regression).

It is interesting to develop new, and refine the existing methodological approaches and systems of principles in professional education. We suggest considering the methodological approach as the orientation of researchers towards the achievement of a goal. With this understanding, the methodological approach, as part of the methodology, is a link between methodology and theory, answering the question of how provisions of a particular scientific theory can be realized in the research work.

It should be noted that no single approach fully covers the methodological characteristics of the research work, because each research work, as a rule, contains a set of approaches, provided that they are not mutually exclusive. Between various methodological approaches, as a rule, there are judgmental oppositions – in a sense that some of them are better than others. For example, replacing the elementary approach with the holistic approach does not mean that

one of them has completely exhausted itself, including the study of objects, which are considered to be holistic. Similarly, the perspective nature of the systematic approach does not mean that it supersedes other approaches. The selection is based on the adequacy of appropriate approaches in complying with the specific types of the research tasks. Adequacy is a main criterion of the methodology of any scientific knowledge.

Researchers should be offered possible ways of solving the scientific and educational problems. Moreover, with the expansion and deepening of the studied problems, the paths proposed by methodologists (i.e. the methodological approaches) have to be more versatile and diverse. So, if the specific features of system, student-centered, competence-based approaches are to some extent studied (although, of course, not enough), the opportunities of such methodological approaches as synergistic, hermeneutic or phenomenological, their potential and specific application, in our opinion are only at the beginning of their research.

In a logical sense, principle is a central concept, which can be viewed from two perspectives. Firstly, as the generalization and expansion of provisions for all the phenomena of a particular field of study, which for us is professional pedagogy. Secondly, as a principle of action – for example, the ethics of a teacher. Speaking about the development of new principles of training and education, as well as a combination of the existing principles in the design of the educational process, it should be noted that this key issue of pedagogy is often scholastic and has no proper justification. This sometimes creates the appearance of the scientific character of construction of the educational structures, which negatively affects the image of the teaching science, and the results of the teaching practice.

The second problem is the establishment of links between educational science and pedagogical practice in the field of professional education. This issue of pedagogy methodology has been studied for decades and has a certain reserve. Many scientists stressed the need of a holistic review of pedagogy and teaching practice. Thus, V.V. Krajewski noted that "disclosure of the mechanism of interrelation of the pedagogical science and practice should lead, ultimately, to increase the efficiency of pedagogical research that would allow the pedagogical science to predict the results of practical teaching activities, continuously improving and guiding this activity" [2, p. 28]. However, unfortunately the positioning of pedagogical science over pedagogical practice has led to the fact that most textbooks treat pedagogy only as a science, though not denying that this is an applied science. In connection with the introduction of the term "the art of science", in our view it seems appropriate to study the possibility of considering pedagogy as the art of science.

The value of teaching art, skills, techniques and technology lies in the fact that they are the only channel through which it is possible to implement the laws, principles and rules open by pedagogy and psychology, and to carry out targeted training and education of the younger generations. If a teacher does not know the basics of the art of education and does not have specific pedagogical skills, educational science becomes a storeroom of spiritual values, which cannot be used.

In addition, it is important to define communications between the theory of professional education (legal, economic, educational, artistic), and areas of educational science (comparative, social pedagogy, defectology, andragogy), with

other sciences (sociology, psychology, economics, mathematics) as well as with different activities (scientific, educational, artistic and gaming). For example, the following areas will be interesting and important directions of research: the social-pedagogy component of legal education, the process of objectification (or internalization, externalization) of a novice actor; game-playing activity in the training of an electronics engineer.

Expansion of the mathematical apparatus as a means of studying professional education will make pedagogical methodologically stronger. It covers not only the mathematical processing of the statistical data, but rather the formalization and modeling of the essence-based characteristics.

The fact that a human being is trying to build his/her individual life strategy is one of the manifestations of the growing importance of spiritual aspects in society. Many things that throughout the centuries have evolved spontaneously (lifestyle, communication style) are now the subject of conscious multi-optional choices. Unfortunately, the problem of style in teaching science is a lesser studied phenomenon. However, due to the fact that science and art are combined in higher education (teaching activities), the psychological and art criticism results of the study of style, can be taken as the methodological basics for research into style in higher education.

The art style is understood as a special quality of a form of an art, achieved by the integrity of the creative method, methods of forming, composition techniques, and the individual style and technique of artists of a certain historical period. In science, style is understood a means based on certain patterns, which has creative value - lifestyle and style of actions. As we can see, in art and in science, style is associated with individual characteristics of the creator, but if the art it is a certain result (determined by the activity), in the science it is a kind of a process of the activity. In addition, based on the above definitions, we can conclude that the stylistic qualities are not localized within the boundaries of a particular work of art or an individual event. The natural character of style manifestation reflects the need for mental building of a number of works (or actions), united by similar characteristics.

Individuality of activity is a manifestation of both style and abilities of the creator. And as the creative activity is characterized by individual originality, we can talk about the relationship between successful creative activity and stylistic characteristics.

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THE MORAL CONTEXT OF TEACHER'S PROFESSIONAL COMPETENCE

Yu. V. Senko

There is only one true value:
the communication of man with man
A. Saint-Exupery

The moral context of a teacher's professional competence is presented in the article. It is shown that ignoring the moral component in the standard of higher professional education results in the substitution of professional education with professional training.

Key words: humanization, morality, professional training, professional education, competence.

The culturological school, the formation of which is being widely discussed by theoreticians and practical experts in education, has put forward "raising" a man capable of taking an independent position with regard to external conditions as one of their major tasks. This means recognition of freedom and responsibility as the basis of human existence not only to oneself, but to the society as well, recognition of the right to choose doing good not only for oneself, but for another person. Today, education is a condition of the existence of both culture and man. The existential meanings of contemporary education become the priority ones in it, and acquire the status of goals and values. The axiological adequacy of pedagogical education to the challenge of the time presupposes the availability of guidelines in it for a search by its participants of their mission.

Modernization of education, the processes standing behind it, and related to the change of the education paradigm (from an educated person to a person of culture), find their way in ideas about education's goals, content, and ways of organization. Today, the view of education as the process of filling learners with finished products of social experience increasingly gives way to the idea of education as a way of man's development in culture. Hence the change of the idea about the major means of education: the pedagogical process, its substance being creation of conditions for self-determination of its immediate participants. And primarily moral self-determination. The relevance and problematicity of this statement of the question to the higher pedagogical school is also related to the fact that with development of market relations in our country when material, rather than eternal, values come to the forefront, when corruption and acquisitiveness have become our national disaster, professional education acquires a servile character, and is substituted with training which, according to M. Weber, is oriented towards production of "soulless specialists, heartless professionals" by the higher education institution.

The standards of higher pedagogical education orient the higher education institution towards formation of numerous professional competencies with no place for the moral component of professional activities among them. The same approach to definition of the range of competencies is found in the polemic book of E.A. Yamburg, chief of the team of developers of the teacher's professional standard [1]. In the author's opinion, the content of the teacher's professional standard should include seven teaching competencies, 18 educating

competencies, and personal qualities and professional competencies (20) necessary for the teacher to carry out developing activities. [1, pp. 97–103]. Like any other list, this list certainly cannot cover all the sides of the multidimensional and diversified activities of a competent teacher. However, it is telling that it lacks the teacher's professional qualities (competencies in the modern terms) which were considered important even by the Jesuits: "The teacher does his best to make students love him. They will if they see that he is concerned with their achievements, that he damps and controls himself, that he is not suspicious, is indisposed to believe in evil, is as accessible and kind in private as he is serious and important in public, that he is fair to everybody, does not show excessive indulgence or familiarity to somebody, that he is not given to punishment and punishes not out of hatred but because he has to, that he means only the benefit of the person who committed an offence and willingly agrees if there are grounds to forgive or mitigate the punishment… It is necessary to be content with stating the offence, its significance, to figure out its grievous consequences, sometimes adding a threat softened with kindness and mercy… In the same way the teacher will deserve his students' love if he takes care of their health, reputation, education, honor, and even material interests" [2, p. 172].

J. A. Komensky pointed out the major tasks of education: (a) scientific; (b) virtue or morals; (c) religiosity or piety. The latter task was rejected by our state school. As for cultivation of virtue or morals, the author of "The Great Didactic" is still relevant (because he is a classic!): "nowhere do they teach everything, they do not teach even the main things". Neither does the modern higher pedagogical school teach the major things. The developers of the educational standard may be assuming that young people coming to the higher pedagogical school have already shaped their ethical consciousness. Researches show, however, that spontaneous "concurrent" teaching sciences and formation of ethical consciousness are underproductive. The victoriously marching competence-based approach currently underpinning the ideology of the HPS standards and education quality evaluation orient the university towards translation of what its graduate must "know", "be able to do", and "have command of". Left out is the problem of forming the future teacher's ethical consciousness, which is important not only for pedagogical education. This is contrary to K.D. Ushinsky, who definitely considered that "… We bravely voice the conviction that moral influence is the major task of education, much more important than development of the mind in general, filling heads with knowledge…". As noted by R. Steiner, the teacher influences the child not with what he does but rather with what he is like.

More than one hundred years before the publication of "The Great Didactic" Baldassare Castiglione, an outstanding representatives of the Renaissance, published his treatise "The Courtier" (1528). In the treatise, he asked his readers a seemingly simple question: "What should an ideal courtier should be like?" And he thoroughly analyzed the need for different merits for it: from cleverness, talent, kindness, etc. to remarkable excellence in what he does, in his profession (at the court of Lorenzo Medici the Magnificent, for example, not just philosophers, artists, and poets but cooks and servants as well had this honorary role). Isn't it, actually, the question of "What should a modern teacher be like?" that is asked by those concerned about modernization of Russia education? The answers to it are also

pursued by F.T. Mikhailov in his book "Self-Determination of Culture" (., 2003). Following the logic of B. Castiglione (in the context of discussing the problems of medical ethics), he draws the conclusion already important for our topic: a courtier must have all the listed qualities and merits without any exception, but even this is hopelessly little to get such an honorary position and title. It is necessary that in the unique situation, full of internal contradictions up to its absolute and final nonsolvability, he should be able to act not according to the pattern abounding in every profession, not according to samples and canons (including religious and moral ones) acquired since childhood, true only in their abstractedness, but rather according to the requirements of his own conscience. In other words, he must do something for which, unless he does it, he will despise himself all his remaining life as for a crime against his conscience. And this means that he will have to do something that nobody except him will do in this situation. He will have to do it not in a standard manner, not according to the rules, but in a creative manner applying all his abilities at once to this, possibly, unique situation. But this also means that he must be able to create the only possible solution of the unique problem.

In his private affair, every teacher (Socrates, Bor, L. Tolstoy, Montessori, Korczak, Sukhomlinsky – the number of notable and little known names of Teachers is fortunately endless) embodies the general and the divine. The universal human values, such as Truth, Good, and Beauty, are and have always been the moral imperative for building pedagogical education. Since Homer's time their unity (kalokagathia) has been an impossible ideal of education which is also sometimes forgotten. In the cases when education remembers about these values, they turn out of abstractions into the "names" of real relations between people in education itself. The unity of these values seems to have been forgotten by the developers of the standard of higher pedagogical education. And one of the reasons for such oblivion is the shift of the focus in professional education towards training. The choice between professional education and professional training has been made in favour of training. However, is it possible that this contrast is irrelevant, the more so as it is distinguished in educational practice? Acknowledging that education and training do not exist without each other, nevertheless, it is necessary to separate them basically in the context of professional pedagogical activities:

Firstly, training targets relations with "the studying person" but not with a holistic person (the person as he is) who enters the world of professional education with his life experience, aspirations, interests, passions, purposes, and meanings, and therefore perceives his education as life, and life immersive in the context of own education but not as preparation for life;

Secondly, training is actually the social definition of man. Thus, education narrowed down to training is in this respect an imposition of social limits on the individual, which eventually turns into imposition of a rigid system of instructions, directives and regulations on the entire system of education as a whole. I consider education in its true understanding as the development of man in culture. But culture presupposes removal of all limits, and determinations, no matter how fixed they are in the language of social predicates. The concept of culture is far from being the limit. Getting into the field of culture, any limit (conceptual, language, paradigm, mental) is placed on its boundaries, thus in the boundary and

transforming itself. It is the boundary (of texts, consciousnesses, being and not-being, its phenomenological possibility) that should be considered as the initial metaphor of culture (M.M. Bakhtin);

Thirdly, which is of principal significance for pedagogics. Training in itself is "subject-centric". An indicator of the success of its implementation is what the learner acquires from the offered content of education in the meaning traditional for pedagogics. With time, such subject-related centering results in alienation between the teacher and the student, the student and another student, and each person from himself in the process of training. Thus, the integrity of the pedagogical process, its core being the Man-Man relation, collapses. In the logic of education its central task is maintaining the tenseness of the humanitarian nerve rooted in the values and meanings (feeling of the meaning) of human life activity. This is actually the only limit which culture imposes on itself (F.T. Mikhailov).

Thus, the task is to return to the genuine moral values and meanings of professional education. The common vector of movement here is humanization of the pedagogical process, its deployment within the humanitarian (moral) coordinates, which is largely related to the formation of the professional image of the teacher's world [3] with its clearly manifested axiological orientation. Moral guidelines enable a competent teacher to be humanitarianly adequate, that is to build professional education as movement towards the multidimensional world of the Other Person without damaging him with the schematism of streamlining.

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THE CHALLENGE OF COMPETENCE AND COMPETITIVENESS IN MODERN CONTINUOUS EDUCATION[1]

K. Schoemann

Basic competences like literacy are a fundamental part of a basic education. Even in modern industrialized societies there are still large numbers of persons who do not reach sufficiently high competence levels particularly at older ages. Sufficient resources need to be put to the issue despite restrictions on national budgets. It is a shared responsibility of the state and individuals.

Key words: basic competences, life courses, age cohorts, inequality.

Introduction. As early as 1997 on the occasion of the UNESCO world conference CONFINTEA in Hamburg the term basic education was defined. Following the proceedings a basic education for all means all people irrespective of their age should have the possibility as individual or in community to develop their potential. Basic education is not only a right, but also a duty and a responsibility towards others and society as a whole. In this paper we apply and then discuss an even more narrow concept of basic education, which is the perspective of basic competences as they are conceived of and measured at the individual and societal level in recent years.

The first round of surveys and results based on the OECD-study Program for the International Assessment of Adult Competencies (PIAAC) demonstrated that competence differences between countries on the mean level as well as in the spread of reading and numeracy competences within the same country are very substantial. This applies to countries from Europe as well as countries from the Americas and Asia, In contrast to the wide spread opinion that the countries mainly from the OECD member states and with fairly high economic development have managed to eradicate illiteracy, these surveys and testing of basic competences like literacy and numeracy show relatively high shares of illiterate persons within those countries (OECD 2013).

In our paper we focus on persons with low reading skills as these are the focus of many approaches to inclusive societies, ranging from the UN literacy decade (UNESCO 1999) to many similar efforts in form of national campaigns. The comparison of average literacy scores (OECD 2013 p.70) across participating countries with an OECD-average of 273 points shows minimum to maximum score differences of 46 points ranging from Italy (250) to Japan with 296. Top performers in Europe are Finland (288) and the Netherlands (284), whereas England/N.Ireland (272), Denmark (271), Germany (270) and Austria (269) are below the average.

This paper argues that there is still a long way to go and a need for a renewed emphasis on basic literacy and numeracy even in the high developed countries in order to reach the goal of inclusive societies and to approach the goal of access to a basic education and building on basic competences like sufficient reading competence to participate in society.

Literacy measured across countries with PIAAC Data. With respect to ethical and humanistic fundamentals we consider it of utmost importance to focus again even on the narrow set of competences like reading and numeracy as the basis for development or the sustainability of a person's health, well-being, labour market potential as well as active involvement in society. These basic competences are also the foundation for many current and future employee's personality development, not to mention the need for these basic competences to preserve one's own health and autonomy in older ages.

Only within the OECD (2013) countries, the average score point gap comparing the best to lowest reading skills within a country 10% (25%) of adults shows a spread of best to lowest reading skills within a country of 116 (60) score points. The difference in the 25% top versus bottom percentiles is more pronounced in Germany (65), England/N.Ireland (66) as well as in France (65). Similarly the spread between the 10% best and lowest reading skills in these three countries is 122 and 124 respectively. The difference of about 50 points corresponds to one proficiency level across all participating countries. This empirical pattern necessitates some explanation about such country differences as well as how to explain which factors contribute to the phenomenon of country differences in average scores or the differences in the spread of scores across the a country's population between the ages of 16 and 65.

The contribution of macro-level impacts can be seen in figure one (attached). Although we found no correlation of most expenditure measures of primary, secondary or tertiary education on the national average of literacy scores measured as percentage of gross national product. We were able to show the correlation of changes in the absolute levels of expenditure on the secondary level over the last ten years to average literacy scores. This demonstrates that even in these high developed modern societies there is a direct link mainly between cuts in educational expenditures on the secondary level and a society's level of literacy achievement.

Literacy measured within countries. On the individual level the focus on literacy has mostly been associated in combination with social integration policies and in industrialized countries largely with a focus for example on language acquisition of migrants. The evidence based on large-scale assessment studies of a representative kind is scarce. Concerning evaluations of programs or campaigns for basic competencies or literacy there are hardly any studies that relate program activities to literacy outcomes in form of representative surveys.

In the analysis within a single country another line of argument on the institutional of analysis stresses the importance of market like organization of the skill or basic competence field similar to the field of adult education in more general terms. Some authors claim to have identified in various sectors of the education system a "marketization and re-commodification of education" (Leutze et al. 2007 p.6) as well as trend of "policies promoting liberalization and deregulation that lead to the establishment of a market in the field of education" (p.10). Consequently these authors indicate a change in the role of the state towards a regulatory body, defining and setting market conditions rather than to be the main provider of education. Although in the previous section we were able to demonstrate the impact of macro-level expenditure on literacy outcomes we would like to highlight

in this section the importance of distributional factors within a country. As an example case we choose Germany to illustrate the different probabilities for specific groups in a society to belong to the low literacy achievers (compare Schoemann et al 2015). According to the OECD PIAAC definition this would include persons who reach only below level 1 or level 1 of literacy of the five proficiency levels for literacy (Rammstedt et al. 2013).

Based on logistic regressions we found that for 10 year age groups or respective groups of birth cohorts, older age groups have lower literacy levels than younger age groups. If we interpret this effect of age groups in terms of birth cohorts that received different length of full-time education or compulsory schooling this cross-section age group or birth cohort effect does not allow us to conclude on an actual individual literacy decline. To differentiate such age and cohort effects in an adequate fashion we would need to follow the same individual over time.

This leads to the question whether full-time education and/or adult education are major contributors to the "risk" of belonging to the low literacy group. Higher levels of full-time education show the expected effect that having reached a higher level of education guards better against low literacy achievements. Schooling below or only on the level of compulsory schooling is a major risk to be in the low literacy group at the time of the survey around the year 2012. This is additional evidence for the "long-term" effects of schooling on competencies also in later life.

An interesting finding shows that the labor market is sufficiently accessible for persons with low literacy levels. Employment status does make a significant difference to the basic literacy level of a person. On the other hand, this also means that being in employment does not make an additional positive contribution to literacy. This data therefore suggest that having a job does also not necessarily mean that persons train sufficiently to raise them beyond the minimum literacy threshold in highly industrialized and advanced economies. Probably also trade unions or workers' associations have lost focus of these target groups in the last few years.

An important message for lifelong learning or informal learning might arise from the finding that reading a home already at moderate frequencies (more than once a month/week) shows significant effects and lowers the risk to belong to the low literacy group. Reading on the job contributes additionally to lower risks of low reading competence with smaller effect sizes and in some instances lower significance levels. Participation in adult education or job training during the last 12 months has an additional effect in Germany on the literacy level. Self-assessed health is used as a control for underlying structural effects.

To be born in another country than Germany did not show lower literacy levels. This is to some extent surprising, but might simply mean that there is a large diversity among those persons born in another country ranging from those achieving high levels of literacy competence versus those with very low levels of reading competence. Additionally, not being tested in one's mother tongue shows the higher probability to perform on a lower level in "acquired or second language" literacy.

In an extension of the PIAAC basic competence measurements so far only in the fast aging society of Germany the same literacy and numeracy tests have been applied to a sample of the population aged 66-80 years of age (Friebe et al.

2014). It is particularly important to compare literacy outcomes of older cohorts, especially the birth cohorts born before and during the second world war to see how they perform with respect to basic literacy. In a similar analysis to identify persons with the highest risk of being with low literacy we can show that older cohorts achieve on average significantly lower literacy and numeracy. Even if we cannot speak of a decline in literacy due to not having longitudinal data at hand, we are able to demonstrate that older cohorts suffer particular disadvantages which might endanger their full participation in economic and social activities in modern societies.

Conclusion. Due to the finding that substantial numbers of people in the most highly industrialized countries have reading proficiency which is significantly below the average within a country or below the OECD average level, we deem it necessary to focus on these persons as a specific target group in line with the UNESCO recommendations. Such an emphasis is very much in line with theories about education policies and welfare state arrangements. The combined impact of neglecting basic competencies and basic education as well as welfare state policies for persons with low achievements in reading among adults and older persons is likely to endanger the social fabric of modern societies.

Self-determination and reaching autonomy or remaining autonomous in older age are basic values of societies. Basic literacy seems to be a frequently forgotten dimension as a dimension of the broader right to basic education discussion. It is too early to assess whether the increased marketization of education which takes several forms plays a contributing role. The requirements of competences not only in basic literacy and numeracy are increasing, but also in other fields of competences like problem solving or cross-cultural competences to mention a few.

Due to efforts of the OECD and the many countries carrying out basic competence surveys it is possible to use macro and micro data to study literacy. Our results show that education expenditure across countries and adult education participation as well as practicing reading at home and at work has a positive impact on literacy levels. In regard to the view that welfare policies might need a substantial overhaul to address the different target groups (Armingeon and Bonoli 2006; Rovny 2014) we find evidence that low literacy appears to be a "cross-cutting" concern for several target groups of other welfare policies. For example, the accumulation of low achievement in full-time schooling, little reading at home or at work and low adult education participation are all correlates of low literacy. They might interact in specific ways to then lead to the effect that more persons belonging to older age groups eventually perform on low literacy levels.

The simple macro analysis of secondary education expenditure and the change of it over the last ten years suggested an effect of spending on secondary education on average national literacy scores. (f)e89.5( )2424elarg( )0.6bud(get)-15-8(s)15

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LIFELONG EDUCATION: THE POLICY
OF THE NORTH-EASTERN FEDERAL
UNIVERSITY ON EFFICIENT IMPLEMENTATION
OF LIFELONG EDUCATION
FOR STAFFING OF THE REGION'S
STRATEGIC DEVELOPMENT

. I. Mikhailova

This article deals with the current issues of implementation of the social function of the North-Eastern Federal University on the motivation of labor resources, professional development through lifelong professional education, as well as the function of efficient employment of young professionals.

Key words: lifelong learning, strategic development, continuous education, human resources development in the region.

In the context of the general trends in the development of education in the Russian North-East, the following issues have become particularly relevant: actualization of activities of universities as academic partners in the preparation of a multifunctional workforce in the context of continuous education, lifelong education, and the "accumulation of human capital" for strategic development of the region.

The role of universities in developing the system of "lifelong learning" (LLL) raises many questions, for example, how the universities can meet the needs of adults with different backgrounds.

The European Community has adopted the following definition: "lifelong education... is any form of education, either professional or general. It may include, for example, adult full time education, adult education in the humanities... training courses, staff development, courses of open and distant learning, etc." [3]. The concept of "lifelong education" implies that the purpose of education is the continuous improvement of the individual, and that, above all, means creating conditions that enable the individual to be in a situation of continuous education and self-education. As indicated in the materials of UNESCO [1, p. 17], "according to the interpretation of continuing education, it has its own peculiarities in the regional context, despite the fact that within the framework of common understanding it will be necessary to take into account regional peculiarities of its functioning and development". From the perspective of implementation of the strategy of the North-Eastern Federal University (hereinafter - NEFU) marked in the program documents of the University, it is worth noting the specifics of its objectives as disclosed in UNESCO materials, which, in our view, coincide with the targets of the regional system of continuous professional education. These include: (a) socialization of the younger generation; (b) introduction to the profession (professional orientation); (c) expansion of professional skills and knowledge (training); (d) achievement of a certain social status (academic degree and academic rank); (e) overall development of the individual, i.e. determination and implementation of life goals and values, etc. [1, p. 21-22].

The second basic question, "What is the academic and social role of universities in the context of development of approaches to the development of a national system of competencies in terms of lifelong learning?" These questions are also studied by the pedagogical community of NEFU. Thus, in the field of professional education, the questions are, how to ensure co-operation of the educational system and employers, how to strengthen public control over the quality of education, thanks to which it is possible to increase academic mobility, etc. As for tools and mechanisms, the following are discussed: (a) planning and motivation (which specialties are needed most for economic development; (b) how to ensure the interest of citizens in priority and scarce specialties; (c) standardization (which steps are necessary for the execution of orders of the President on the establishment of professional standards; (d) how to ensure that the content of the professional standards meet the real needs of employers; (e) how to create an independent system of certification of competencies and qualifications; (f) how to ensure the demand for services of voluntary certification of competences).

Education of the future matches the 5M model discussed in Skolkovo: mass character (education – throughout life; mass market of adult education); mobility, where the university follows the student, in the context of lifelong education; methods for the introduction of active forms of education, including distant forms (games, simulations, projects, case studies, etc.); multi-professional character (rejection of specialties); thinking (paradigm shift, whereby the main principal is not transfer of knowledge, but rather development of thinking ability). What is the policy of NEFU in terms of continuous education and "lifelong learning" (LLL)? This is a set of measures that are clearly set out in the relevant documents of the University. It is necessary to have a center of coordination and management of the process of lifelong learning implementation. In our opinion, NEFU fulfills this social mission. The regional strategic development program should focus on preparation and cultivation of modern, skilled, locally adapted specialists trained in areas in demand in the long term. The task of synchronization and optimization of the efforts of universities, employers, federal and regional authorities, and the business community in the preparation of necessary and in-demand specialists with the necessary qualifications is well within the program-target method of development of the state and its "growth areas", and in no case contradicts the laws of the modern market.

Creation of federal universities is aimed at the formation and development of competitive human capital in the regions, at provision of qualified staff, and scientific and technical solutions for the large programs of social and economic development of territories and regions, including bringing the results of intellectual activity to the point of their practical implementation, and at consolidation and attraction of the population to strategically important regions. In this regard, NEFU become the main resource of intellectual and economic development not only within the republic, but also within the whole North-Eastern area of the country. The University is committed to creating an environment in which every organization and every company in the country can become a learning institution. The university has established a continuing education system uniting all of the main levels of the educational process, promoting self-fulfillment, socialization, personal and

professional learning and growth of a person throughout his/her life. Postgraduate and additional professional education is one of the key elements of this system.

In connection with the implementation of the strategy of multilevel education in the North-Eastern Federal University, which means education of people throughout their lives, programs of postgraduate education are become increasingly important, in particular, programs of additional professional training. The structure of NEFU includes the Institute of Postgraduate Education of Doctors, Main Regional Center of Occupational Safety and Health, Training and Methodology Centers of Faculties, Centre for Advanced Training of Construction Complex Employees, Center for Training in the Area of Energy Efficiency, and the Institute of Continuing Professional Education. Over five years, organizations of advanced professional training have developed 230 programs of additional professional training. The number of trainees (including advanced training and retraining) among employees of the real sector of the economy, social sphere and business community on the basis of NEFU has almost doubled (by more than 20,000 people). Every year, about 130 programs of additional education are implemented, including more than 30 professional training programs consisting of over 500 hours. NEFU makes a considerable contribution to teachers' professional development. NEFU has developed joint educational programs of professional retraining named "High School Teacher" with andragogical education together with the Narva College of the University of Tartu (Estonia) and "Jurisprudence. Private International Law" together with Bohai University (China). NEFU won first prize within the Presidential Program of Advanced Training of Engineering Personnel.

Now more than ever it is practical to create new training and production centers for adult education in collaboration with foreign universities and multinational companies with the support of federal and regional governments. These centers will offer training in new professions, for example, in the field of industrial engineering and information technology. It is necessary to initiate the Fund of Professionalism Development, which could bear part of the costs of enterprises and companies to train skilled employees. Studies show that a professional worker must be retrained 6-7 times throughout his/her professional career. Older workers should improve their skills, because the first signs of their inconsistency with the new production needs may manifest themselves.

Motives that make employees achieve greater productivity are based on values that are developed at home, at schools, at higher educational institutions, and at the workplace, and are fixed by the society. In the North-Eastern region of the country, this extremely important social function of employees' motivation, professional development through the advanced training, retraining, as well as the function of effective employment of young specialists can be performed by the North-Eastern Federal University, provided some investment support is rendered. The University policy aimed at effective implementation of the lifelong education role in staffing of the strategic development of the region should set well-defined vital and realistic goals.

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RUSSIAN LANGUAGE
IN THE GLOBALIZATION ERA[1]

R. Tsvetkovich
Zh. Milenovich

The paper reviews the results of empirical research connected to studying the opinion of Teacher Training Faculty students (Prizren, Republic of Serbia) concerning the significance of Russian as a world language and its importance in the era of globalization.

Key words: globalization, mondialism, westernization, americanization, Russian language, English language.

Introduction. The major components of the globalization concept comprise the social-economic, financial-legal, information-technological and military-strategic development trends of the global community. There is a fierce dispute in political quarters now about a theoretical counter-version of globalization and one of its forms: mondialism. Publications in scientific journals offer different interpretations of the notion of globalization or mondialization. Most often it is defined as an objectively spontaneous and simultaneously subjectively controlled process on a global scale resulting from the dominance of the transnational global oligarchy headed by the USA and Western states (Milenovic, 2011: 74). Hence, there is rather an equivocal process of global Americanization or westernization under way now. An example of the language impact of westernization is the growing influence of English on other languages of the global space. Due to the growing cultural, business and language contacts, as well as development of the sector of information technologies, English is considered to be the universal language-aggressor.

But, despite the stiff pressure on the part of the West, the Russian language is still a language of interethnic communication in the entire post-Soviet space, and is definitely one of the five leading languages of the world. Russian is again in demand with those participating in development and implementation of the projects of international cooperation with Russia, which has shown itself to be a leader on the global market. Therefore, the issue of this monitoring research is the need for studying Russian from the aspect of its universality amid the growing globalization.

Comments on the research. *Globalization is a multifaceted process of global social-economic and cultural integration and unification. In the present conditions, globalization leads to strengthening the disproportions in the global economy. The major source of global destabilization is considered to be the USA's attempt at achieving economic, political, military and cultural hegemony. A consequence of the globalization era in the cultural sphere is the expansion of English, which has actually become the lingua franca of the global community.* Nevertheless, due to Russia's entry into the global economic, political, cultural and

educational space, Russian still has the leading position on the entire post-Soviet territory, and in some countries of south-eastern Europe. The goal of this empirical research is to study respondents' opinion regarding the significance of Russian as a world language in the conditions of globalization. To this effect, a sample questioning of respondents who are students of the Teacher Training Department (Prizren, Republic of Serbia) was conducted in January and February, 2015. The total number of respondents was 103. The results of the research are presented in accordance with data obtained by means of partial correlation. The statistical analysis of the research results has shown a high positive correlation of the variables in the assessment of the Russian language by the students of the Teacher Training Department as a world language and the significance of the Russian language in the conditions of globalization: $r = 0,553$, $n = 103$, $p<0,001$. Furthermore, the high positive correlation in the assessments of the significance of Russian as a world language is accompanied by high correlation in assessments of the significance of Russian in the globalization era. A comparison with the measured zero correlation ($r = 0,559$) has shown that the impact of socially desirable answers on the stability of the relation of the variable being compared is negligible.

Method. The objective of this theoretical and empirical research is to identify and describe the key factors of the assessment of the significance of Russian language by students of the Teacher Training Department as a world language of international communication, and the importance of Russian language in the globalization period. The research started with the general assumption that despite the expansion of English, Russian is intensively used in the major spheres of international communication, is a source of obtaining information from the area of policy, information-communication technologies and culture, and is still a leading language in the conditions of globalization. Based on this general assumption, the task of the research is to determine the stability of the relation between the assessment of the importance of Russian as a world language and its significance in conditions of globalization before and after removal of socially desirable answers.

Descriptive and transversal (probability) models were used in the research. The research is assessed by means of the Likert three-position summative scale: (1) the three-degree RLWL (Russian language as a world language) scale contains 26 statements; the KMO test has shown a positive correlation: KMO = 0.923, p = 0.000, the reliability index (Cronbach's) = 0.865; (2) the RLGC (Russian language in globalization conditions) scale contains 34 statements; KMO = 0.854, p = 0.000, the reliability index = 0.782; 3). The concise version of the Marlowe-Crowne scale of social desirability (Crowne & Marlowe, 1960) is placed in the survey. Original methods were developed for this research on the basis of the survey and respondents' statements. The survey was conducted in January-February 2015 among students of the Teacher Training Department of Prizren. The respondents were selected by batch sampling. The total number of respondents was 103. The research results are presented in accordance with the data obtained by means of partial correlation.

Research results. The results of research on the significance of Russian in globalization conditions are presented in accordance with the data obtained in calculation of the partial correlation ratio.

Table

Russian language in the globalization period

Control of variables			Russian as a world language	Russian in globalization conditions	Socially desirable answers
Before removal of socially desirable answers	Russian as a world language	r p df	1.000 . 0	0.559 0.000 102	0.231 0.000 103
	Russian in globalization conditions	r p df	- 0.559 0.000 102	1.000 . 0	0.206 0.000 104
	aggregate public trend	r p df	0.231 0.000 103	0.206 0.000 104	1.000 . 0
General socially desirable answers	Russian as a world language	r p df	1.000 . 0	0.553 0.000 101	
	Russian in globalization conditions	r p df	0.553 0.000 101	1.000 . 0	

To determine the stability of the relation between the students' assessment of the significance of Russian as a world language (RLWL scale was used) and its importance in globalization conditions (RLGC scale was used), partial correlation was used with the removed influence of the socially desirable answers on the Marlowe-Crowne scale of social desirability. The preliminary analysis showed that the assumption about the normal, linear and homogeneous dispersion location was confirmed. After removal of the influence of the socially desirable answers, the variables showed a positive correlation between the assessments of Russian as a world language and the significance of Russian in the globalization era *(r = 0.553, n = 103, p<0.001) (see Table). The processed data shows that the high level of assessment of the importance of the Russian language as a world language was accompanied by a high level of assessment of the significance of Russian in the globalization era.*

The samplings using the Marlowe-Crowne scale of social desirability and creating the situation inciting the respondents to show themselves off more positively did reveal the influence of the factor of social desirability. The comparison with the measured zero correlation (r = 0,559) showed that the influence of socially desirable answers on the stability of the relation between social desirability and both scales, that is between the assessment of the importance of the Russian language as a world language and the significance of the Russian language in globalization conditions, was negligible.

Conclusions and discussions. The research shows that for students of the Teacher Training Department in Prizren, Russian language has become one of the most interesting and favourite subjects. This statement is evidenced by data about the considerable positive correlation of the assessment of the importance

of Russian as a world one and its significance in the globalization era. It should be highlighted that this research also comprised students studying other foreign languages. Therefore, it was of special interest for us to determine the degree of stability of the relation between the assessment by this students' group of the importance of the Russian language as a world language and the significance of Russian in globalization conditions, especially after removal of the influence of socially desirable answers. The results of the analysis of the obtained data have shown that the influence of socially desirable answers on the stability of the relation between social desirability and both scales was negligible. Thus, many students consider Russian language to be very important, and choose Russian as a foreign language because they think that there are lots of prospects and possibilities in such a large country as Russia.

These are just the conclusions to be expected based on the results of the previous research. The students' assessment was definitely influenced by the traditional Serbian-Russian friendship, and the spiritual connection of our fraternal peoples, as well as the understanding that the Russian economy has one of the leading positions on the global market. Furthermore, thanks to its large stock of natural resources, Russia has become a leading world economic power. Thus, despite the expansion of English, interest in Russia and Russian language is growing steadily.

The research is an important supplement to the already available results of the researches published in the leading scientific editions. Comparing the process of Russian and English language development, we can say that Russian has the richest imagery and flexibility; its system has unique qualities, such as, for instance, the completeness of terminology in every field and the only set of properties and qualities associated with signs (Chrabaszcz et. al., 2014). Russian is still the native language for all Russian people irrespective of their place of residence and cultural level. This statement is confirmed by research conducted in Estonia, which is a member of the European Union (Kiil & Kutsar, 2012). The similarity between the acoustic parameters of Russian speech and the signs of a foreign language promotes transfer of qualities based on analogy, forms, and interlanguage universal space (Altman et. al., 2014), and creates a linguistic association with different languages of the European Union (Silvén et. al., 2014). The wealth and grandeur of the Russian language arouses interest on the part of the entire global community that understands the importance and necessity of studying it.

Russian is often studied in correlation with English. The scientific research in the field of description of Russian have revealed the differences in the basic grammar structure of Russian and English (Jouravlev & Jared, 2014). Furthermore, there has been research conducted with account for highlighting the major disputable issues of comparative typology of Russian and English. A recent study (Pavlenko & Volynsky, 2015) has established that in the process of alternate teaching in Russian and English, it is easier for junior schoolchildren to learn the material given in Russian. The research of the process of teaching preschool children in Russian and English has shown that teaching in Russian facilitates assimilation of primary knowledge and skills (Gildersleeve Neumann & Wright, 2010). In the run up to the Eurasian integration, the significance of Russian

language has grown considerably. Thus, the results of the conducted research highlight the importance of Russian as a foreign language and its leading role in the conditions of globalization.

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E-PORTFOLIO – A LIFELONG LEARNING TECHNOLOGY AND PROFESSIONAL DEVELOPMENT RESOURCE: THE CONTEXT OF A TEACHER'S PROFESSIONAL STANDARD

O. G. Smolyaninova

The theoretical concept of using an e-portfolio for training and professional development of teachers with a focus on professional standards and the paradigm of lifelong learning is presented in the article. The practical results of training for primary school teachers based on e-portfolio assessment of education results in the execution of the grant of the Russian Minister of Education are described. Reproductive, productive and constructive levels of educational outcomes of students are identified.

Key words: -portfolio, professional standard, reproductive, productive, constructive level of development.

A major task of modernization of the pedagogical education of Russia is focused on the professional standard of a teacher [1] and forming a high level of competitiveness of graduates on the open labour market related to lifelong personal and professional development. Advanced training of primary school teachers based on intensified practical training and modular organization of the basic professional educational program, networking cooperation and student immersion in activities are the strategic lines of changes of the educational process at the Institute of Pedagogy, Psychology and Sociology (hereinafter the IPPS SFU), and is implemented within the framework of execution of the state contract by the order of the Ministry of Education and Science of the Russian Federation [2].

The professional standard is focused on concrete educational outcomes executed in the teacher's labour functions and labour actions [1]. Educational outcomes presuppose the student's readiness and ability to demonstrate visible and measurable products of activities in the practical action necessary in the future for performing the certain professional functions of a teacher [3]. We identify three levels of formation of the students' educational outcomes: reproductive, productive and constructive. The reproductive level means that the student understands the principle of the performed pedagogical action in practice from the point of view of its individual components; the productive level means that the student understands the very principle of organization of the pedagogical action in practice as a whole, in the system of all its interrelated components; the constructive level means that the student can transform the integral principle of organization of the pedagogical action known to him into a new (author's) one, and integrate it with other approaches to the organization of the pedagogical action [5].

A new modular basic professional educational program (BPEP) was developed and is implemented within the framework of the project. It is related with intensified practical focus of training of future primary school teachers and transition to activity-based training technologies. The specific feature of the new training program is its modularity and focus on the student's educational results, and its focus on the professional standard as the frame of identity formation and

building an individual educational route by the student [5]. Improvement of training of future teachers and reorganization of the training process implies changing the content and, most significantly, the methods and technologies of training dictated by the new requirements to the results of training. In the new model of primary school teacher training e-training, interactive digital educational resources become significant. The technology of e-portfolio is actively used both as an innovative means of evaluation [4] and as a tool of reflexion, as a technology of personal and professional development enabling the student "to create his own history of lifelong learning" [6].

The internship diary in the e-portfolio format and competence-related tests in a quest acts as a cultural means of organizing the student's involved and conscious observation and trial-project action in a situation of immersion in different kinds of learning activities. The e-portfolio is not just a repository for accumulation of methodological materials throughout the student's training period, not just a method of assessing the education results to produce the performed works at competence-related tests, but a method of producing the best samples of implemented projects and expert appraisals to potential employers. Thus, the e-portfolio becomes *a tool of personal and professional lifelong development.*

The e-portfolio allows monitoring the effectiveness of the introduction of institutional changes in the new activities-based format and making management decisions based on its results at the level of innovation management. 206 students of three institutes participated in the experiment of the modular BPEP evaluation within the framework of the project [5]. The e-portfolio technology was used to assess the level of the formed competences in accordance with the FSES HPE 3+ standards, their correlation with the labour actions according to the Professional Standard of a Teacher [2], and analysis of forming and developing students' education results.

According to the Professional Standard of a Teacher to form the element of the Learning labour action (D.1.8. Forming skills related to information-communicational technologies) in training of future teachers, the following competences are to be formed: the ability to solve standards tasks of professional activities on the basis of information culture using information-communicational technologies, and with account of the key requirements of information security (OPK-13). In the system of training-professional actions the student must perform a trial action during seminars, and in practice to fix his personal education results which were made with the help of the e-portfolio technology. The students participating in the experiment planned the building of their individual educational route and modeling of the trial pedagogical action, and described them in their personal portfolio. The educators, guidance counselors and teachers who supported the students' training practice assessed the results given in the e-portfolio. The objects of students' study were: elements of the information environment of the educational institution, regulatory documents and educational programs of the primary school, digital educational resources, and practices using ICT and digital educational resources in primary school classes. The objects assessed by educators, guidance counselors of the PES, and school teachers were: the electronic scenario (draft) of the subject-related event, the electronic

scenario (draft) of the extracurricular event, and study of the elements of the information environment in the information-educational space of the school.

The competence of "ability for self-organization and self-education (OK-5)" which, in our opinion, correlates with the labour function of "Development" of the Professional Standard of a Teacher (D.3.10. Forming and implementation of programs of development of universal learning actions, patterns and values of social behavior, skills of behavior in the world of virtual reality and social networks) cannot be formed within one learning module (subject) only. We suppose, however, that formation of this competence must be initiated at the begging of training of future teachers. Besides, it is necessary to record the level of every student with the possibility of further incremental development in the process of learning and accumulation of practical experience (transition from the reproductive level to the productive, constructive levels). The e-portfolio technology will allow us to determine and "visualize" the "delta" of the student's development. The e-portfolio allows fixation of the difficulties in performance of the trial instrumentally organized action under the new conditions (of a university, school), and the student's learning of the actions to overcome difficulties: problematization, consulting, and independent design. Using the e-portfolio students fix (and realize) the deficits of the organizational, instrumental, ICT resources/competences within the frames of the subject, practice, and module events (OAG – organizational activity-based game, quest). The objects of fixation in the portfolio reflexive section for the students participating in the experiment are: publication of materials in the reflexive section of the personal portfolio (essay on Expectations from the OAG), diagrams of Significant Professional Qualities of a Teacher (during the OAG, after practical training at the school), analysis of the subject-based event carried out during practical training at the school, (self-analysis, mutual analysis, analysis of the teacher), analysis of the out-of-school event, self-analysis of the personal communicative skills in the real (virtual) space, execution of an electronic diary of practical training, placement of results (photo report/ video report in the personal e-portfolio, references to the VKontakte network, IPPS Instagram).

The student's conscious, subjective position in work with difficulties unfolds in the reflexive analysis, self-analysis, participation in discussions at subject-related seminars, and network (group) interaction at solving learning-professional tasks. Students can acquire the ability to work in a team productively using modern ICT means by performing tasks with the help of modern WEB-2 means, creating a group report and group presentation on the practical training (including analysis of educational programs, personnel and technical conditions, and developing school space). The report is supposed to include textual fragments of every group member and general conclusions, and mutual assessment of the team members. The group report must be placed in the e-portfolio of every student. The students must be subscribed in one virtual group in the portfolio space. Thus, *performing the appraisal function, the e-portfolio can develop educational potential.*

Forming the personal e-portfolio and filling it with reflexive educational and professional artifacts from the first day of studies, the first year students get involved in the process of goal-setting and designing life strategies, unfolding their own individual educational route, and creating and designing life strategies. Publication of the individual educational route and logical and reasoned grounds

for the choice enables the future teacher to design his/her future education and professional career throughout life.

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OUTSIDE STAKEHOLDERS CONTRIBUTION
TO HIGHER EDUCATION IN THE LIGHT
OF EUROPEAN UNION DOCUMENTS

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Contribution of European higher education to creation of new work places and also international attractiveness of this education may be increased by close and effective connection of education, scientific research and business- three peaks of so called „ Knowledge Triangle". This move will assure consistency between basic researches and those applied, as well as more effective transferring knowledge to the market. According to most recent EU documents outside stakeholders contribution will have influence on policy of teaching in universities.

Key words: higher education, transfer of knowledge, outside stakeholders.

European Union countries in their development strategies postulates statement that universities as institutions generating knowledge and creating intellectual capital, play a significant role in social and economic development. Higher education is crucial in providing highly skilled human capital and in the development of science, whose achievements will contribute to ensuring employment, economic growth and prosperity in Europe. In the strategy "Europe 2020" as an essential field of action of the Union, leading to intelligent and permanent economic growth as well as conducive to inclusion. The Strategy emphasizes the importance of such elements as entrepreneurship, financial resources, taking into account the needs of users as well as the opportunities offered by the market. Wherefore, at the national level, Member States will soon have to reform national systems for research and development and innovation in order to foster excellence and smart specialization. Especially important becomes mainly strengthening cooperation between universities, researching societies and business. Universities will have to increase the capacity of social partners and make full use of the social dialogue. Moreover, they should take a closer collaboration with institutions dealing with the labor market, including public employment services. It will be necessary initiative for universities to develop a strategic legal frameworks for cooperation in education and training involving all interested stakeholders. The purpose of these actions is a partnership between the representatives of the world of education and trainings as well as the labor market representatives and, above all, the inclusion of social partners into planning needs of education and training [1].

In one of recent European Commission communications on this subject (20.09.2011 message from 20.09.2011 titled "Action for Economic Growth and Jobs - a plan for the modernization of Europe's higher education systems) clearly emphasizes that the contribution of higher education in new jobs and international attractiveness of this education can be enhanced through close and effective partnership between education, research and business - the three tops of the so-called. "Knowledge Triangle".

It is worth noting that the action at the interface between research, business and education requires in-depth scientific knowledge, entrepreneurship, creative and innovative approaches and intensive cooperation between the parties. The inclusion of education in the area of the "Triangle of knowledge" will ensure continuity between basic research and applied knowledge and effective implementation of knowledge to the market. This can be achieved through cooperation between specialized institutions, oriented to research, universities and business centers. The document also highlights that the institutions of higher education, acting as centers of knowledge, know-how and learning, can enforce economic development in areas where they are located, provide talented people with innovative environment and allow for the use of the strengths of the region on a global scale . Universities can also play as a center or cluster serving the local economy and community, provided that local and regional authorities will implement smart specialization strategies, allowing to focus resources on priorities and maximize the impact of these institutions. Wherefore, it is important to encourage the development of entrepreneurial skills, creativity and innovation in higher education and the improvement of infrastructure related to the implementation of the knowledge of higher education institutions by increasing opportunities for spin-off projects. Should also be encouraged to enter into partnerships and cooperation with business institutions of higher education. This can be obtained by the reward system and the elimination of legal and administrative barriers that hinder cooperation [2].

For this reason, the Council of the European Union (Council Conclusions on the modernization of higher education from 20.12.2011.) Called on Member States to encourage partnership and cooperation between higher education institutions and enterprises as well as other public and private entities. Enhanced cooperation between higher education institutions and labor market institutions will allow for better matching of skills of graduates to the labor market needs and the development of labor market policy, which promotes the hiring of graduates. The Council also emphasized the need to promote innovation in higher education and increase of links between higher education and research [3].

Also the Committee of the Regions in its opinion referring to the document "Modernization of Higher Education" dated 18.4.2012 (Official Journal of the European Union 2012 / C 113/09) fully recognized the need to further develop and make better use of the "Triangle of knowledge". The Committee fully accepted the Commission's assertion that universities and research institutes can promote economic development in areas where they are located, using the strengths of the region and act as a center of knowledge networks, serving the local economy and society. Universities and enterprises, with maintenance of their independence and responsibility, should jointly develop strategic innovation programs.

In this overall analysis, the Commission also pointed to positive changes resulting from the development of the "Triangle of knowledge". A closer relations between universities and business communities result in activities such as research and development, marketing and sales, value chain management and financial services, media communication technologies (ICT), better representation of vulnerable groups and gender balance changes [4].

However, in the Opinion of the European Economic and Social Committee (EESC) on the communication on the modernization plan for higher education in Europe highlights that the relationship between universities and industrial policy and innovations, require intensive consultation with the private sector. Currently, consultations with small, medium and micro enterprises are underestimated. Universities should consult with interested social stakeholders and expertise to make the labor market in connection with employment. Qualifications that are related to the dynamics of job creation must be developed through education and training, were external stakeholders are engaged. Moreover, in his opinion, the EESC insists on such solutions in higher education, which will allow the use of practical experience in the design of enterprise education programs. Therefore, the EESC supports the partnership of different types of businesses as a 'core activity of higher education institutions. " The document stated that we should not only focus on entrepreneurial, creative and innovative skills of students, but also on interactive learning environments and knowledge transfer infrastructure. What is needed is openness to the "entrepreneurial university", because systematic involvement of higher education in the life of the region is usually a factor accelerating local and regional development and promotes economic resilience [5].

In Poland, for the last decade of socio-economic changes began to create the best possible conditions for higher education linkages between the economy and the labor market. The picture that emerges from the strategic documents lets us hope that the actions in this area will be intensified. Vital records were implemented in Polish, revised in 2014 "Law on Higher Education" [6]. In Art. 4 of the Act stated that universities are autonomous in all areas of its operations and guided by the principles of freedom of teaching, research and artistic creation. Universities cooperate with socio-economic environment, particularly in the field of research and development for businesses and distinct forms of activity, including through the creation of a special purpose company, as well as by representatives of employers in the development of education programs and teaching process. The Act stated (Art. 9, paragraph 3, letter e) the nature and extent of cooperation with the business environment in the educational process will be determined by the Minister by way of the regulation.

There was also emphasized that cooperation with the socio-economic environment, including collaboration with academic and scientific institutions should be included in realization of the development strategy of the basic organizational unit of university. Furthermore, in order to better exploit the intellectual and technical potential of universities and the implementation of research results to the economy, universities could lead academic business incubators and centers involved in the implementation of new technologies. Academic business incubator is created to support the business activities of the academic or university staff and students, who are entrepreneurs. As shown by the legal records of the Act, Polish universities will have to gradually expand the scope of cooperation with the social and economic environment, and the share of external stakeholders will have an impact on education policy in schools (art. 168a and 168b). Prospects for development are greater because the Commission requested the direct reference to higher education in the Structural Funds [5].

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LIFELONG LEARNING
FOR THE QUALITY SOCIETY
WITH SUSTAINABLE DEVELOPMENT

Yu. Anttila

A society may be a local, nation- or country-wide, regional, or global entirety, or an issue-specific group of people. Members of this community are independent but interactive actors; they have distinct identities and development status, and consist of citizens, visitors, institutions, private companies, and organizations of public civil service and not-for-profit third sector (Fig. 1). An organization is a group of people that has functions with responsibilities, authorities and relationships to achieve its objectives [1]. People have the central role in all societies. People institute the society, and individuals are influenced and developed by the instituted society [2].
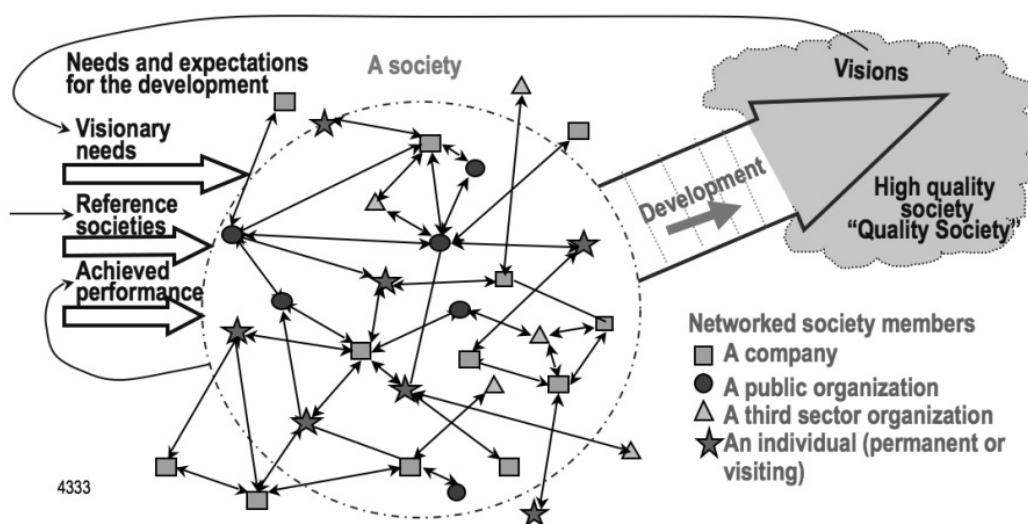
Figure 1. A society with its different independent members has its distinguishable characteristics and distinctive development

Societies are scale-free networks [3]. Strong network actors (hubs) keep the network alive, and quality of the network facilitates its growth. Individual actors or groups may, according their own decisions, sporadically liberate themselves from the network or join with the network. Development of the society is managed by nobody. This also applies to education and learning, and quality in the society. However, the societal development is not random, but influenced by strong society members or external bodies having a powerful position or effective communication.

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Recent researchers also bring forward emergency and teleology [1] as explanations for the long term development of all our existence.

Societies compete with quality. The target of the quality of society, "Quality society", is a society with high quality, a good society, or a well-functioning and well-developing society, the society which is good for all its interested parties [2] inside and outside the society.

Professional quality concepts provide the solid foundation for the consistent understanding, implementation and evaluation of practical societal and educational realizations and solutions with high quality. Internationally standardized [3] quality concepts and principles are well established and practiced in the most countries, and used in millions of different organizations, though they are not well known within education experts. Also quality of society is a new domain in the professional quality considerations. Traditionally the quality profession has focused on the quality of products and organizations. It is highly recommended to use the standardized quality concepts also in the field of education and learning and in the context of society.

The concepts, *quality* and *quality management*, form the basis for the professional quality approach. Quality of an object is defined as *the degree to which the object fulfills the needs and expectations of all interested parties* [4], [5]. In the case of education, the object consists of all outcomes co-created by the teaching processes (education provider) and learning processes (learner) [6]. Education providers have many different interested parties, but the teacher and student are the most important ones. Quality of education aims at satisfaction of both the learner and the teacher. Quality is a person's subjective and holistic perception. In the case of society, the object is the society at large, and the needs and expectations are from the different interested parties of the society, which consists of all individuals of the society directly or indirectly via different organizations and also significant parties outside the society.

Quality management implies *coordinated activities to manage the organization with regard to quality* [7]. This definition is for organizations, e.g. education providers, and indicates that quality originates in the organization's management. This definition is not suitable for societies, because they are not any organizations, or manageable systems, but societal networks of independent and interlinked actors. A society is managed by nobody [8].

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Quality improvement, which is a key element of the professional quality management, is defined as *increasing the ability to fulfill needs and expectations of the interested parties* [1]. Quality of a societal network is based on multiple win/win principle [2], and quality improvement means mutual learning of people, organizations, and the society at large. Societies and their quality develop through its members' learning and collaboration, in particular, through learning people directly or indirectly via different organizations. We call this *quality diffusion.* Learning individual, learning organization, and learning society are very different learning domains (Table 1). Continual long term quality improvement is based on the lifelong learning of people.

Table 1

Three different learning domains for the well-functioning society, the "Quality society". Individual people have the central role in all these areas

An individual	An organization	A society
Entity: A rationally, non-rationally and irrationally behaving human being with paradoxical existential freedom and tied to the surrounding environment and other individuals	Entity: A systemic group of people with functions, responsibilities, authorities and relationships to achieve the organizational objectives with its interested parties	Entity: A more or less ordered aggregate of independent people and organizations interacting with its own members and external parties as a non-systemic network
Quality: Faith, hope and love, but the greatest of these is love (1 Cor 13:13); A good life	Quality: Fulfilling all interested parties' needs and expectations; Sustained successful business of the organization	Quality: "Quality society"; Well-functioning and well-developing community for all its members; Competitive with other societies
Quality management: Love your neighbor as yourself. (Mat 22:39)	Quality management: Management of the organization with regard to quality	Quality management: Quality management within the individual societal actors (Societal quality diffusion)
Responsibility: The person him/herself (or the guardian)	Responsibility: Top management of the organization	Responsibility: Nobody or everybody
Learning: A learning individual (A knowledge transformation)	Learning: A learning organization (Organizational regeneration)	Learning: A learning society (Diffusion: evolution/revolution)

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Societal quality consists of many various characteristic dimensions according to the following general systematic categories [3]: (a) variety of the community services and their effectiveness and integrity [4]; (b) Human factors and ergonomics; (c) serviceability [5] (i.e. service accessibility and service retainability), including capability and availability; (d) security with regard to property, belongings,

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privacy and life, societal stability, and regional defense; (e) human rights [1], freedom and equality; (f) esthetics; (g) ethical performance; (h) social performance, including connectivity, interactivity and sharing, innovativeness, and incorruptibility; (j) ecology and sustainability [2]; (k) economy and efficiency and cost of poor quality [3].

People perceive these factors of the societal performance holistically and subjectively according their personal situation, circumstances, and cultural base. All high quality learning has positive influence on the quality development of the societies, and all above listed topic areas are significant learning themes for improving the quality of society.

Persons' lifelong learning takes place during his/her entire existence [4] as an individual and as a member of organizations and societies through formal and informal educational and societal processes of gaining or acquiring knowledge or skills. Our societies have a great variety of possibilities for the education and learning for individuals through their lifetime: ( ) general education from kindergartens and primary schools to universities: Preparing for becoming and growing as a member of society and the citizenship, and contributing to the working life in the society and the world; (b) training and education of young people in vocational schools (preparing for an occupation and profession for the needs and expectations of the society and its organizations, and person's career development); (c) training and education in adult education centers: Getting specialized knowledge and skills for citizenship and wellbeing; (d) training and education by third sector organizations, e.g. sport clubs, youth centers, associations, etc.: (developing skills and attitudes); (e) organizations' internal education and learning of leaders and employees (preparing for the needs and expectations of the businesses and persons' career); (f) training and education by educational enterprises and consultants (getting specialized knowledge and skills and networking); (g) self-learning through individual living with family and society members.

Performance measurements and evaluations are traditionally central issues of established quality management [5]. Conceptually, the measurement topic is challenging. Metrology [6] is the science of measurement and its application. According to the vocabulary of metrology, measurement means *experimentally obtaining one or more quantity values that can reasonably be attributed to a quantity of the item as the object of the measurement*. One should make clear in a practical way the meanings and roles of the concepts like fact, data, information, and knowledge, and how they are related to the measurement activity [7]. According

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to Deming [1] information is not knowledge. Knowledge comes from theory. Without theory, there is no way to use information that comes to us on the instant. The profound knowledge is a necessity for managing an organization and its processes.

Different organizations have developed many evaluating models for educational systems and learning results that have been used at different education levels nationally and internationally. From quality point of view these approaches are not consistently compatible and may be confusing. A reason for this situation is the nebulous foundation of quality and metrology in the field of education. The approaches of evaluating and comparing educational activities and their results have however received wide publicity, including:

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- TIMSS (Trends in international mathematics and science study): Assessment of the fourth and eighth grade students' knowledge in mathematics and science, and PIRLS (Progress in international reading literacy study): Assessment of the 4th grade students' reading literacy [4]

- EIU (The Economist intelligence unit) Learning Curve [5]: Analysis of the educational systems in a broad sense

- Baldrige approach (USA) [6]: Assessment of the comprehensive performance of educational organizations

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- National standardization, e.g. Common Core State Standards Initiative in the USA [2], and NP 4512:2012 - A Portuguese management system standard fostering quality, innovation and technology in vocational education and training [3]
- Various international and national assessments, classifications, and quality awards, such

programmes consider difficult societal problems. At the global level the "wicked problems" may relate to the global warming, increasing scarcity of natural resources, aging, urbanization, social polarization, insecurity and disasters. The United Nations is a strong organization in the global society. It has focused on the big world wide quality problems including the multi-disciplinary global *Millennium Development Goals* [1] that consists of: ( ) Eradicate extreme poverty and hunger; (b) achieve universal primary education; (c) Promote gender equality and empower women; (d) reduce child mortality; (e) improve maternal health; (f) combat HIV/AIDS, malaria and other diseases; (g) ensure environmental sustainability; (h) a global partnership for development.

Quality has not been explicitly present in these cases although the UN has the formal cooperation with the International Academy for Quality [2]. Particular education activities are not included in the Millennium programme, and e.g links to the UNESCO's EFA (Education for all) programme or Lifelong learning activities have not been reported.

The European strategy [3] *Europe 2020, A European strategy for smart, sustainable, and inclusive growth*, is a large development initiative, but it does not explicitly consider the quality of the European society.

In particular nowadays many social development initiatives refer to sustainability. Above mentioned UN's Millennium goals and EU's strategy are examples. However, the concept sustainability has a very wide and hence vague definition [4] that in some cases also incorporates or assimilates all of the quality aspects. We are aware of two other examples, the sustainability development in the city of Espoo [5], Finland, and the green innovation programme in Hong Kong [6], which are aligned with the three entity approach of individuals, organizations and the society (Table 1) and emphasize the important role of education and learning. At organizational level, voluntary social responsibility is emphasized today for organizations' own business benefits. For that we also have the international standard ISO 26000 [7]. The Nordic countries are scoring particularly highly in the Global Sustainable Competitiveness Index (GSCI) [8]. Although quality experts have not been strongly involved with these programmes, we are, however, convinced

Symposium on Quality, Opatija, Croatia, (2015)

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that professional quality viewpoints can provide useful additional "flavor" for these cases, too.

Societal performance is considered from many different perspectives and by different expertise. The quality of the society is a new research orientation, and the quality profession confronts with a cross-disciplinary situation. Challenging questions are, what kind of an added value the quality expertise can provide for the interested parties of the societies, and how the quality profession can retain its identity of expertise and effectively collaborate with the other disciplines.

Quality of the society is a challenge for all nations and regions. Recognized quality promoting agents are essential for the successful societal quality development. These agents may be individuals and organizations that have genuine will power, strategic intent, and professional competence for the quality development but that do not necessarily possess strong formal or official authoritative positions. The possibilities of the state departments and governmental bodies to affect on the quality of the society split strongly opinions according to people's political orientations. Contemporary political tendencies have even worsened the living and operating conditions in our societies, for example, in just a few decades, the neoliberal capitalism has nearly broken the planet earth.

The human aspects are crucial in order to strive for the high and sustainable quality of society. Only with personal engagements individually and in organizations we can achieve successful results. Here we can refer to recognized persons: (1) Dostoyevsky required a "qualitative revolution" that starts with the man's own heart, and the transformation of the human person and moral renewal [1]; (2) Ilyin, a recognized Russian philosopher, noted that we must prepare ourselves for quality service to our native land; prepare our character, reason, and feelings with a strong-will idea [2];

Actually we have to strive for the quality of people's lifelong learning. Otherwise the foundation of the welfare principle or welfare economy, the belief that when the basic human needs are met and the adequate education and freedom of self-realization are given a person begins to live a good and dignified life, does not happen in practice. Freedom dismisses the values, and only a few people are capable to independent judgment, healthy and dignified life. Prosperity without civilization and morality is nothing more than a primitive good feeling. When ideologies come to the end, it is only a matter of time when the values finally collapse in the eyes of the thinking people [3].

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PEDAGOGICAL SCIENCE AND PRACTICE OF CONTINUOUS EDUCATION IN THE FOCUS OF EDUCATION MODERNIZATION: ACHIEVEMENTS, PROBLEMS, CONTRADICTIONS, UNSOLVED QUESTIONS

DEVELOPMENT OF THE INNOVATIVE POTENTIAL OF A UNIVERSITY AS A CONDITION FOR PREPARING MODERN SPECIALISTS IN THE SYSTEM OF LIFELONG PROFESSIONAL EDUCATION

V. N. Skvortsov

The paper examines three interrelated aspects of a university's innovative potential; its nature and the main components of the innovative potential of a university; essential functions and developmental mechanisms that are not contrary to the laws of the market economy, and enhance the effectiveness of the regional system development of lifelong professional education.

Key words: university's innovative potential, mechanism of university's innovative potential, educational milieu, componential specialist.

Lifelong education of highly qualified professionals is associated with the search for new opportunities in the field of formation of their competences and skills needed for making non-standard heuristic solutions in various fields of professional work. This cannot be done without development of the innovative capacity of a university, as a subject of the regional system of continuing professional education. A modern university can prepare specialists aimed at innovative development of their professional activities, only relying on the university's advanced scientific and technological base, on its total educational competences, its scientific and intellectual potential. In other words, the relevance of studies of development of the innovative potential of a university, as the subject of the regional system of continuous education, is founded by the real needs of the economy in the multilateral, multi-layered and continuously changing professional competence of highly qualified specialists. In this development, the innovative potential of a university, being a fundamental condition for preparation of an expert, agrees with the need of developing the country's economy, which is based on the post-industrial type technological order.

In the present report, understanding the depth and complexity of the problem, we will only outline three interrelated aspects: (1) examining the nature and the main components of the innovation potential of a university; (2) its essential functions; (3) developmental mechanisms that are not contrary to the laws of the market economy, and enhance the effectiveness of development of the regional system of lifelong professional education.

The innovative potential of a university: its essence and components. The innovative potential of a university is the backbone component of its educational

environment. As such, it has a certain set of characteristics. Its fundamental quality is the ability of professors and university teaching corps to continuously produce and reproduce on an enlarged scale new professional competence and meanings of life of their students, create their contemporary social values and skills for communicating with their colleagues and partners.

The innovative potential of a university allows it to reach a new level of development of continuing education for professionals, and to create conditions for effective coordination of educational and scientific activities of teachers and students. While being connected to the scientific and educational activities of the employees, the innovative potential of a university is dynamic, and at the same time, is sufficiently stable and not-relative. In particular, the dynamic nature of the innovation potential of a university is expressed in the system of successive innovations, and in the marketing and support of new educational and scientific products which are used by the consumers and subjects of continuing education for developing their professional skills. Here, the innovations that constitute the essence of any innovative and creative environment of a university must pass a series of states: from a just originated new idea to its experimental verification and implementation of the innovation result in the practice of the educational process, or actual production.

The innovative potential of a university is associated with a particular type of personality of its staff and students. This means that they have personal and professional qualities in demand by the development of modern society. Innovation requires from the professors and teaching corps of a university, and from students and trainees of continuous education courses, the development of a specific set of personal characteristics: (a) a deep need for change and the ability to get away from the power of tradition; (b) creative thinking and the ability to find new ideas and use them in the scientific and educational process, in the practical sphere; (c) pragmatic competence in the development and application of adequate social mechanisms to achieve a new result; (d) the ability to approach selection, organization of implementation and promotion of specific innovations systematically and prognostically; (e) the ability to navigate in conditions of uncertainty and to understand the acceptable level of risk; (f) readiness to overcome recurring obstacles, etc.

University professors and students of the continuing education system cannot be the subject of innovation without the development of these professional competencies. These competencies are necessary for the formation of temporary creative teams, departments, faculties, research and scientific laboratories, and other university structures that are actually involved in the creative innovation activity of an academic institution. The latter structures may be formal, because they are formed in accordance with the existing administrative and staffing structure of a university, as well as non-formal, because they arise on the basis of creative scientific interests, personal feelings and affections of teachers and researchers of a higher educational institution. The relationship and interaction between the subjects of the educational process - teachers and students, and students of continuing education - with one other are an essential component of the innovation potential of a university. In this case, the creative and innovative potential of professors and teaching corps is a natural prerequisite for building a new emotional background of the educational and scientific process at a university.

This system of relationships exists on the role, professional and personal level. It is an extremely important part of the innovation potential of a university, because it expresses the collective, mutually conditioned nature of teaching and research activities of its employees. The system of relations between them is based on interaction and integration of the results of their creative and innovative activities. Ideally, these relationships form the special integral scientific and pedagogical ensemble of a university, because its subjects act on a multidimensional and universal level (in this case, the innovation potential of a university is transformed into a special integral phenomenon). The multidimensional level is explained by the fact that in the process of formation of the innovative potential of a university, all pedagogical processes and functions become transparent: education and self-education, and teaching and learning of both teachers and students. This universal level is explained by the fact that they bear all aspects of development of one's personality: economic and political, aesthetic and moral, psychological and physical. Actually, the innovations systematically complete the component architecture of the innovative potential of a university, as a center for continuing professional education.

The main functions of the innovation potential of a university. First of all, we can mention the following: firstly, the socio-economic function of the innovation potential of a university; secondly, the function associated with the conversion of new scientific information generated by the university staff into the economic resource of development of companies and organizations of a given region; thirdly, the function which is associated with the processes of integration of the scientific and educational environment of a university with the technical and organizational environment of regional production; fourthly, it is necessary to specifically identify the function that directly characterizes involvement of a university in development of the intellectual potential of social production, in the extension of social experience of entities involved into continuing professional education, based on the development of their professional qualifications and value structures; fifthly, the function of creation of its own educational and research complex, formation and maintenance of its scientific and educational and public image; sixthly, participation of a university in the implementation of its educational and scientific product through the continuous education system.

In addition to the above, the higher school now has new functions. These functions allow institutions to adapt to the changing conditions and to influence the social environment, to make it more convenient. This gives certain dynamics to the development of the innovative potential of a university, and forms the main directions of its further evolution. These functions include: (a) the function of reducing uncertainty and stability of the external social environment in relation to their own activities; (b) the function of monitoring the development of the industrial, educational and recreational environment of the region; (c) the function of maintaining and creating a continuous flow of reproduction of highly qualified specialists; (d) the function of providing a balanced interaction between the technical and social subsystems at the regional and federal level; (e) the function of balancing the interests and objectives of the entities - organizations interested in the continued development of the professional competencies of their employees, etc.

Mechanisms for developing the innovative capacity of a university. When making a scientific analysis of the mechanisms of development of the innovative

ideology and strategy of re-industrialization of the economic base. These factors (as positive stimulus elements) force the university system of lifelong education to be continuously changing, based on the fundamental tendencies of formation of the fundamental aspects of life in contemporary Russia. Real creative, innovative involvement of a university in the development of the system of continuous education of specialists with a high level of qualification allows the university to understand its place in the basic interests of the whole society more accurately and adequately, and to develop a whole range of professional, innovative models of education to meet the needs of formation of the market structures on a certain territory.

When implementing measures aimed at developing the innovation potential of a university, as a condition of development of lifelong education system for preparation of professionally competent professionals, it is necessary to rely on the processes of formation of new teaching and research ethos of its employees. It is clear that these processes are directly related to the needs and abilities of the regions and the society in general at building effective social and economic policies in the field of the development of the system of continuing education at all levels. And for this purpose it is necessary to systematically create a network of regional structures responsible for this sphere of life. Particular attention should be paid to connecting educational institutions with regional education authorities, and with other subjects of lifelong education of a particular territory. All the above should not only increase the efficiency of the system of continuous education in the region, but also to create the first prerequisites for its continuous and sustained professional improvement, full-fledged social and cultural reproduction.

Finally, one should remember that, in itself, the innovative potential of a university has little value if it is not organically connected with the processes of continuous training and development of specialists. University graduates must satisfy the modern character of modernization of the social and economic life of the country, have intellectual capacity, know the latest technology, understand the current legislation, algorithms and methods of innovations, and have entrepreneurial abilities and civil responsibility, etc.

CONTINUOUS EDUCATION: PROBLEMS AND CHALLENGES

N.L. Evdokimenko

This article presents a brief description of the contemporary issues and challenges the system of continuous education is facing and trying to solve.

Key words: modern challenges, continuous education values, active age management, future of education.

Current trends of social and economic development reshape the world of labor and professional career growth. People are changing their jobs, places of residence and professions ever more frequently. This means that people have the need to get new skills or retrain throughout their life. Continuous education becomes a thing of paramount importance; however, it remains the weakest link in the national educational systems currently under development.

In this article, we shall try to find out a number of challenges facing the adult education system. An adequate response to them will determine how the developing continuous education system will manage to fit into the existing world order and counter global challenges.

The development of a theoretical and methodological basis for understanding the contemporary situation and its impact on the prospects of education is doubtlessly important. *It was noticed long ago that education is a junction of a society's problems: social, economic, political, and spiritual. The more complex the problems which arise in society, the greater the hopes which are placed on the education and intellectual fields. Creating a theory and methodology of continuous education which permits us to speak about the state of education under the conditions of a specific country and its potential can be the response. So far, we mostly study works by foreign authors and adopt foreign experiences.*

In our view, an important thing is the ability of an education system to find an adequate response to a situation of "uncertainty" and "instability" (Z. Bauman). It is marked by increased instability and chaos. The nature of an era characterized by an accelerated rate of technological, economic and cultural change makes events unpredictable. At present, there are few organized forms of adult education that might keep pace with those changes. A contributory cause for that is the increasing number of contradictions in the contemporary model of education itself, characterized by the absolute domination of state orders and standards, and a commitment to the conservation and reproduction of the accumulated social experience. In the presence of a wide range of professional and social requests and rapidly changing types of activity, a single structure, even a government one, cannot react to these changes quickly and flexibly. The number of subjects of the educational process must be expanded substantially, and we must create the legal and material conditions for the existence of informal, supplementary education.

Another factor influencing the situation in the continuous education system is the rapid growth of the number of so-called "surplus" people who are not employed in the real sector of economy, and whose experience is obsolete. The contemporary, fifth and sixth-wave economy does not need their services.

However, in spite of the fact that people from the older generation need continuous education (or, rather retraining) most, it is hard to involve them into the lifelong education process. It is necessary to create incentives and motivation for them, making quality education accessible and offering them an opportunity of "active" control of their age.

Understanding that changes are inevitable, and that skills are becoming obsolete and depreciated, may become the principal motivating force for education, especially in the "ageing societies". The understanding of a principle that "lifelong education" means "lifelong ability to earn a living" and "lifelong ability to get a job and be successful" contributes to this. Experts have reasons to maintain that raising the average level of adult education brings about a 3.7% increase of economic growth and 6% increase in per capita income. But there are many countries, including Belarus, that do not take advantage of this benefit. For example, according to official statistical data, approximately 600,000 specialists, or just over 6% of the country's population, improve their skills annually in Belarus. As we can see, educational activity among Belarusian citizens is relatively low. At the same time, nearly 54% percent of people with higher and secondary special education in Belarus are employed industry; this figure is twice as large as in Europe. However, in spite of such highly qualified personnel, labor productivity level is one-half, and innovative activity level is one-third of that in EU countries [1].

The value of continuous education is that it mainly focuses on the needs of the actual learner, not on the structures the learner represents. Thereby, the learner orders educational services. The content of education is focused on his or her needs. Studying in a continuous education system gives a person a chance to blend in with the modern context.

The problem of people's motivation for involvement into the process of continuous lifelong education is the most troublesome one. It is easy to find another paradox if we analyze the results of scientific surveys of continuous education problems. They are practically non-existent. No one studied the problem of demand for supplementary education. As a result, disabled people, country dwellers and retirees completely drop out of the continuous education process.

In spite of a high literacy rate (99.7%) and number of secondary and tertiary school students per ten thousand inhabitants (UNESCO rates Belarus the fourth in the world by the number of persons getting secondary special, tertiary and postgraduate education), education has not yet become a predominant value and an ideal of personal self-development. It is predominantly treaded as a means, a tool for attaining personal goals. It is not the intellectual and socio-professional but socio-material and socio-economic motives that prevail. The main idea of continuous education is the development of a human being as a person, but the subject of activities throughout his or her life remains just a pretty phrase.

The uncertainty of future requirements sets up a very complex problem. The future is inevitable, and it is predetermined by the whole process of previous development, but the problem is that it is not determined by anyone. Its content is not preset, it must be determined at any new point of development. To achieve that, it is important to possess new thinking techniques and practices that do not appear out of the blue, but which must be learned and taught. In our opinion, the paradox of contemporary education is that the "students" know these techniques

better than their teachers: the "digitized" generation of teachers, the older, "non-digitized" ones. The virtual "digital" world is a world with an underdeveloped culture, no traditions, and succession but with a rich imagination, an inventive world where it is hard to determine what is genuine and what is not. For the older generation, it is a "digital jungle" where one can easily go astray, and this should be avoided.

As the system seeks a response to the challenge of the future, the following questions arise: What does working with the future mean? How should one work with it? Humans search for answers to them, for transition methods in order not to lose the ability to respond to complex challenges in a situation of ontological crisis, and not to lose any responsibility for their being. Humans search for the response, i.e. for responsibility for their way of being, in action. The essence of that action is a transition to another way of being, a radical rejection of asking questions about the old way and doing another act, the act of transition. But every reasonable act must have a start. With what does a transitional act begin? With a response that is adequate to the ontological challenge. S.A. Smirnov writes about that in his work "Vocabulary of the Anthropology of Transition. A Rough Draft": "What does working with the future mean? This phrase baffles us. If there is no future (and there is no future as existence), it is impossible to work with it either. It is only possible to work with the present in order to be prepared for the future, i.e. to something that is awaiting us in order to avoid making a lot of mistakes in that something." Therefore, it is the adequacy of our outfit that matters. Not working with the future, but working with one's own outfit, with one's own creativity, mobility and thinking. Be able to get involved into new situations not encountered before and to get out of them with earned constructive experience." [2] Continuous education is nothing else but a certain challenge to the forms and practice of education characteristic of the past and present.

Searching for a response to the problem of providing equipment and human resources for the continuous education system will inevitably bring us to a discussion on the content, forms and modern methods of education. Substantial changes in education, as well as in other spheres of activity, can be only carried out by knowledgeable and able people who are trained in compliance with the dictates of the time. How can we improve the skills of those who are directly engaged in teaching people with their habits, stereotypes, and ingrained "professional snobbery"? It is possible to find a multitude of answers and proposals. However, at present, the established stereotypes in that sphere of activity are such that its content and forms satisfy users and interested parties only partially. A need for systematic training of androgogues and a whole new branch of pedagogy arises.

Understanding of how up-to-date the continuous education system is, what social forces, structures and groups are able to perform those reforms, and a joint search for answers to these complex questions, sets the strategy of actions, including that of developing the concept of continuous education to meet the challenges.

Finally, the most important and pleasant thing is that not only the scientists and practicians, but the states understand this, and care for the development of continuous education. Understanding the fact that lifelong education plays an

important role in a permanently changing environment and, apart from its possible use in solving problems, gives the chance to take advantage of the opportunities afforded by new circumstances. Continuous education is a response to a challenge and a way to counter global problems.

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ABOUT THE SYSTEM OF PROFESSIONAL EDUCATION IN PRESENT RUSSIA: MAJOR TRENDS, PROBLEMS, SOLUTIONS

O. I. Kosenko

The article analyzes the essence of the Russian system of professional educational and reveals its basic trends. Special attention is paid to considering topical problems and priorities in the Russian system of professional education.

Key words: system of professional education, assessment of the Russian system of professional education.

According to official statistics, the share of the population without education and with primary general education is less than 2% in Russia (one of the lowest indicators among countries of the Organization for Economic Cooperation and Development (OECD)[1]. In terms of general education coverage of the population from the age of 7 to 17 (99.8%), Russia surpasses most OECD countries. In 2010, the number of students per 1,000 people of the population of Russia – 65 people – was one of the highest in the world. In 2011 the share of employed people with higher education was 29.5%, while that of employed people with secondary vocational education was 26.9%[2]. Despite the aforesaid achievements, the quality of mass education in present-day Russia is considered by experts to be on a major decline. According to the Knowledge Economy Index of the World Bank, used to assess the availability of steady skills of creation, dissemination and use of knowledge among the population, Russia took only the 55th position among 145 states in 2012.

The educational potential of the Russian population[3] is being formed in the conditions of a low level of state funding. Education expenditures from the consolidated budget are still at the level of 4% of GDP and lower, while in countries with advanced economy this level is about 6%. The decrease in state commitments is accompanied by commercialization of the system of education. The share of students studying with full reimbursement of expenses in the system of secondary vocational education (hereinafter SVE) was 30.1% (in 2010), 62.8% in the system of higher vocational education (hereinafter HVE), including 55.2% in state institutions. The demand for education in higher educational institutions, being largely related to the possibility of avoiding military conscription and receiving formal confirmation of acquired knowledge irrespective of its quality, has entailed the unbridled growth of the number of higher educational institutions (from 514 to 1,115 in 1990-2010) and the number of students (from 2,824,500 people to 7,049,800 people). This could not but result in a decline in the quality of education

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[1] « » 2013-
2020 (. http:// .

[2] . . , . . , . . . – .: . , 2013 – . 13.

[3] . . , . . , . . . – .: . , 2013 – . 14, 15.

and disproportions in the structure of staff training. This endangered the system of primary vocational education (hereinafter PVE), with the number of students more than halving over the period under consideration (from 1,867,000 people to 920,000 people from 1990 to 2011). In the structure of staff training of the IVE, SVE, HVE system there is a sharp drop in the number of graduates in specialties related to the production sphere, which ensures modernization. In IVE institutions, the volumes of worker training drop the fastest, including in industrial professions (from 230,900 people to 160,000 people from 2001 to 2011). SVE and HVE institutions have an unreasonably high share of those receiving diplomas in the field of economics, management, business, and law. International comparisons show that in the structure of the Russian HVE system, the share of graduates in these specialties was 51% in 2011, which is an unacceptable value for countries with an advanced economy (average 32%). In its turn, the share of graduates of HVE institutions in the specialties of "metallurgy, mechanical engineering and material processing" (1.8%), "instrument making and optical engineering" (0.6%), "computer science and computer facilities" (1.8%), "automation and management" (1.1%) is quite small and keeps declining.

All advanced states of the world are currently implementing programs of forming systems of continuous education (lifelong learning). The leading countries of the European Union have succeeded in providing large-scale involvement of the adult population in programs of learning and training, and have steady positive dynamics in this sphere. The share of the economically active population of advanced European countries involved in continuous education has reached 60-70%. In the Russian Federation, the share of economically active people involved in continuous education does not exceed 22.4% now. In the recent decade, a number of steps have been taken for content-related modernization of vocational education, to improve its quality, to integrate Russian vocational education in the international educational space. First and foremost, this means Russia' s joining the Bologna process, increasing the flexibility of educational programs, and overcoming the early narrow specialization, and introduction of federal state educational standards of vocational education.

Since January 1, 2013, the new law "On Education in the Russian Federation" has come into force and the decree of the Government of the Russian Federation of May 15, 2013 (No. 792-) has put the state program "Development of Education" for 2013–2020 (as amended) into force. Pursuant to the previously mentioned strategic documents, the Russian Federation is to provide higher affordability of quality education meeting the requirements of innovative development of the economy, the modern needs of the society, and every citizen and to create a system of education open to external requests and providing conditions for forming the competencies of "innovative man" in citizens by 2020. As a result of implementation of the relevant programs, the network of institutions and organizations of vocational education will acquire a structure meeting the requirements of the knowledge economy. This will include the leading research universities (40–60 higher educational institutions), being the engines of development of the innovative economy, base higher educational institutions of regional economic systems providing specialized vocational training, and higher educational institutions providing wide training for Bachelor's degrees. Training of

postgraduate students will be mostly concentrated in national research and federal universities. By 2020, all students will study based on individual curriculums including a considerable share of independent work using information technologies. Non-state education will develop in conditions of fair competition with the state sector through admission of accredited programs to budget funding. This will result in a higher quality of educational services in this sector and in education in general. It will provide at least 30% of the overall enrollment of vocational education.

In experts' opinion, the present Russian system of vocational education disregards the needs of local employers. For example, in the regions of developed mechanical engineering and, accordingly, with a high demand for engineering professions, higher educational institutions graduate lawyers and economists; as a result enterprises are short of hands while graduates stay unemployed. It is the enterprises themselves that are most interested in correcting the imbalance between the educational system and the needs of their production. It is for this reason that the new system of vocational education presupposes their active involvement both in forming the request for specialist training, and their assistance in organization of the educational process itself. As stressed by the Ministry of Education and Science, this is the only format of private-public partnership that will effectively help solve the problem of staff deficit.

Among the models of integration of higher educational institutions and employers, the highest results have been attained by "basic chairs". Their creation became possible due to the new federal law "On Education in the Russian Federation". "While previously higher educational institutions were able to create basic chairs and other structural divisions only in scientific organizations, now educational institutions have the possibility of cooperating with any organizations involved in the activities corresponding to the relevant educational program", noted Aleksandr Klimov, Deputy Minister of Education and Science of the RF[1]. As a result, some part of the educational process takes place on the site of the partner enterprise, thanks to which students acquire the skills of working at the production facilities while yet at the university. In the future, they will not have to go through the long period of adaptation to industrial realities that generally takes from one year to five years. Such measures help both to increase the level of qualification of future specialists, and to raise their labour efficiency.

Another format of interaction of a higher educational institution and an outside organization is the applied Bachelor's program. This is an introduction of practice-oriented programs for higher education owing to which, as the Ministry of Education and Science hopes, industry will get specialists with skills for work on high-tech equipment. A total of 3,677 state-funded places in 44 higher educational institutions were allotted under this program in 2013 (2013/2014 academic year). Students will study a total of 60 majors; as for organization of the study process, its greater part takes place on the sites of enterprises. If desired, students have the possibility to get work qualification or secondary vocational education in 50 majors. One of the schools that are already implementing the applied Bachelor's program is M.V. Lomonosov North Federal University. It trains staff under the auspices of

[1]   .   .   , 24   2014   . −   . 21, 22.

the Sevmashvtuz Institute of Shipbuilding and Marine Arctic Facilities. The Ural Federal University provides training together with the Ural Mining and Smelting Company.

Another innovation in the educational process is the network format. As explained at the Ministry of Education and Science of the RF, this means a network of educational programs jointly developed and approved by the partners. The participants of the process jointly provide the conditions for their implementation: this is material and technical resources, an educational and methodological base, and teachers – the staff. Owing to such "network interaction", the educational process obtains flexibility: students immediately learn about the latest innovations and industrial developments, while the educational institution regulates the educational programs according to the demand of the "consumer" – future employers.

The fundamentally new instruments of specialist training include the system of dual education. "In the Address to the Federal Assembly, the President of the RF placed an emphasis on the need to introduce education models that are effective for training highly qualified production staff. We hope that the focus on practical education will become systemic. And this will no longer be a pilot project, but normal everyday practice", stressed Dmitri Peskov, Director of the Agency of Strategic Initiatives[1]. In Russia, ten regions – winners of the competition of the Agency of Strategic Initiatives are the first to assimilate the experience of dual education. They include the Kaluga Region, Yaroslavl Region, Ulyanovsk Region, Sverdlovsk Region, Nizhny Novgorod Region, Volgograd Region and Moscow Region, the Perm Krai and Krasnoyarsk Krai, as well as the Republic of Tatarstan.

Integration with the real sector of economy is carried out not only in training of future specialists, but also in the educational programs for those who are already working in the specialty. The Ministry of Education and Science of the RF plans to organize retraining and advanced training of working Russian citizens at the age from 25 to 65. By 2018 the percentage of those who will have undergone professional trainings is to reach 37%. For example, at least 5 thousand specialists of engineering-technical enterprises and organizations of the real sector of economy will undergo training. The aggregate volume of spending on the sphere of education with regard to GDP (budget funds, funds of families and enterprises channeled into the system of education) will increase from 5.4% to 6.5%. This will ensure full satisfaction of the needs of the Russian economy for highly qualified staff in the priority areas of modernization and technological development. At least five Russian higher educational institutions will be in the first top hundred leading ratings of world universities.

These are the plans of the Russian state to develop the system of vocational education for the short-term; as practice shows, the first steps to implement these plans have already been made.

Translated from Russian by Znanije Central Translastions Bureas

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[1] .

ALTERNATIVE SCHOOLS IN THE SYSTEM OF LIFELONG EDUCATION IN THE USA

T. N. Bokova

Some alternative schools: voucher, magnet, charter schools as a part of a lifelong learning in the United States at the end of XX- beginning of XXI centuries are discussed. The general characteristics and special features of some alternative schools in the United States are analyzed.

Key words: secondary education in the United States, alternative education, charter school, voucher school, magnet school, lifelong learning in the USA.

The term "alternative education" in the US is typically used in two cases: in the determination of schools for children with disabilities and nontraditional public and private educational approaches available by choice to parents and students. In this article we will refer to the second definition. It is important to note that for the United States it is not a new concept, these programs, ranging from actual schools to programs within schools to single classrooms, began to evolve during the late 1960s and grew from a few isolated innovations in local communities into an educational reform involving millions of students. By the year 2000 it was estimated that over 15 percent of the students enrolled in public education in the United States were attending a public school of choice.

By the mid-to late 1960s, this emphasis on public school uniformity began to change. Beginning with a few highly innovative experimental schools and dropout and continuation programs, alternative schooling emerged as a grassroots revolution, which has grown to include a variety of different types of educational options in the private and public sectors. These include religious and private not-for-profit schools, technological educational options, and thousands of distinctive public alternative, magnet, and charter schools. The concept of alternative schooling, which first emerged as a radical idea on the fringe of public education, evolved to a mainstream approach found in almost every community in the United States and increasingly throughout the world. This mosaic of distinctive educational programs is referred to as *public schools of choice.*

M.A. Raywid [4] evaluates alternative school as an advanced educational reform which reflects the unconditional withdrawal from the program, organizational and behavioral regulations, hindering the improvement of any school. Moreover, many reforms that are now taking place in traditional schools - reducing high school, the selection of students and teachers, the transformation of the school into the community, empowering employees, active participation of the students, the authentic evaluation - a practice that have been adopted by alternative schools.

Alternative schools represent one of the most significant educational movements ever to occur in the United States. According to a 1999 study from the Policy Analysis for California Education (PACE) of Stanford University and the University of California, Berkeley, between 1993 and 1996 the number of students attending public schools of choice rose from 11 percent to 13 percent. PACE

projected that the number of students attending a public school of choice would increase another 15 percent by 2000.

Analyzing voucher schools, it should be noted that their main goal was the elimination of all "high-level government" outside. John E. Chubb and Terry M. Moe [1] claimed that the only way to cause a fundamental change in education was with the help of school of choice. They wanted to sweep away "the old institutions" and replace them with a new system in which almost all "higher-level authority" outside the school was eliminated. In their new system, the state would set certain minimum requirements (related, for example, to graduation, health and safety, and teacher certification); any group or organization or nonpublic school could apply to the state and receive a charter to run a school. Local districts could continue to run their own schools but would have no authority over schools with state charters. Each state would decide on a formula for scholarships for every child, depending on need, and every student would be free to enroll in any school in the state. Every school would be free to set its own admissions policy, subject to nondiscrimination law, and to expel students who did not follow its rules.

Charter schools arose on the basis of public schools and got a license ("Charter") for provision of educational services and self-management of resources, and in return, they ensured a higher quality of education. The initiative for the establishment of such schools came from the teaching staff, parents, local authorities, universities, businesses and others. Charter schools are responsible to their sponsors- local school board, public education agency, university, or other legal entities – to produce positive academic results and adhere to the charter contract.

Magnet school gave a child the opportunity to get an in-depth education in specific fields of knowledge, such as mathematics or art. The magnet school could enter any child living in the education district but it was necessary to pass hard exams, such as testing to identify the general intellectual level, creativity etc., as well as interviewing or listening.

Career-theme magnet schools, the most widely used type of educational option in public education, have likewise experienced dramatic growth. From 1991 to 1992 school districts across the United States operated 2,400 magnet schools and 3,200 magnet programs involving more than a million students. By 1996 the number of students attending magnet schools had grown to 1.5 million students, with over 120,000 students on waiting lists. In 2001 magnet schools were expected to enroll more than two million students in over 5,000 schools and programs. Charter schools also have experienced rapid growth, following the opening of the nation's first two schools in Minnesota in 1992, to an estimated 2,500 charters as of 2001, serving 1 to 2 percent of all public school students. Two states in particular have experienced significant growth in alternative schooling within public education. In Minnesota, the numbers of students enrolled in some type of alternative schooling has grown from 4,000 students in 1990 to more than 112,000 students in the year 2000. In Arizona, as of 2000, there were 359 charter schools serving about fifty thousand students–about 6 percent of the states' 800,000 students. National statistics regarding school choice often do not include the number of parents choosing non-public options (those choosing private schools,

home schooling, participating in for-pay, online learning) or who are influenced in selecting their home residence by where their children will go to school.

Since the first alternative public schools were identified and studied in the late 1960s, the underlying definition and characteristics of schools of choice have remained relatively unchanged. They include: (a) Voluntary participation (students, parents, and teachers voluntarily participate in a school of their choice); (b) small school size (schools of choice – alternative, magnet, and charter schools – have sought to humanize and personalize learning by creating small educational options; the average enrollment for a school of choice has remained at approximately 250 students for more than twenty years); (c) caring teachers with high expectations (since teachers voluntarily participate in schools of choice, they become highly invested in the school; this investment translates into a strong motivation for both student achievement and school success); (d) customized curriculum/personalized instruction (schools of choice offer students, parents, and teachers opportunities to participate in a highly focused curriculum with value-added enhancements; students in public schools of choice meet state requirements for high school graduation through participating in a curriculum designed to both motivate student learning and provide experiences that relate to individual needs, interests, and career aspirations); (e) safe learning environment (research has documented a remarkable lack of violence, vandalism, and disruptive behavior in schools of choice; students and families consistently report feeling both physically and emotionally safe to participate and learn) [3].

While these five critical components can be found in alternative, magnet, and charter schools, research during the 2000s further developed these core characteristics into a complex of essential components, which represent the current spectrum of different types of established school models.

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CONTINUING EDUCATION AS A WAY TO PRESERVE THE SOCIAL INCLUSION OF OLDER PEOPLE

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This article discusses the ensuring of older people's involvement in the social life of the society and the role in this process of the lifelong education system, including teaching elderly people basic computer literacy and Internet skills.

Key words: population of older age groups, education of elderly, social activity.

Within the last few decades, the expressed tendency to aging of the population has been noted all over the world. Thus, while in the 1950's average life expectancy was 47 years; by 2010 this indicator had grown to 69 years. It is expected that by 2050 the average inhabitant of our planet will live until 76, and by 2100 – until 85. By 2050, the number of people aged 60 years and over will have increased from 600 million to nearly 2 billion people, and their share in the total population will have reached 21%. The absolute and relative numbers of the elderly are increasing, because of the improvement of quality of health care, intensive development of medicine, progressive shifts in sanitary inspection, expansion of the availability of education, and growth of economic wellbeing in general.

A number of countries which are considered "old" were designated: the share of elderly people (65 years and older) in their population comprises 7% and more. The Russian Federation is also among them. In our country, aging of the population happens both because of increasing life expectancy, and due to a reduction of number of young people. According to the forecasts of Rosstat, by 2016 the number of elderly and old people in general across Russia will reach 33.4 million people (24.8% aged 65 years and more). The average age of Russians to the middle of the XXI century will be 50 years and will have increased in comparison with 2000 by 13.2 years. In this regard, it is necessary to speak about several tasks that Russia faces. We will indicate two of them that are directly related to the issue in question. The first is a reduction of the numbers of the employable population and the subsequent increase of the burden of the pension load on the state budget. The second is the existing social exclusion of the senior age groups. It seems that both of these problems have a common decision: preserve the involvement of the senior age groups in public life and, if possible, in social productivity. Many countries have already realized it. In particular, Art. 12 of the Political declaration of the Second World Assembly on Aging states: "Hopes and expectations of elderly people and economic needs of society demand that elderly people have the opportunity to participate in the economic, political, social and cultural life of society. Elderly people should have the opportunity to be engaged in useful work as long as they want it and are capable of it, keeping their access to programs of general education and vocational training".

Meanwhile, the use of work of the senior age groups in our country is mostly discriminatory in nature. For example, according to the information of the Employment Center of St. Petersburg, most often pensioners are offered the vacancies of security guard, cloakroom attendant, concierge, seller of food and nonfoods, controller, dispatcher, manager, PC operator, clerk, or book-keeper. Apparently, most of them do not suggest a high-level qualification and the use of experience, knowledge and skills accumulated throughout their working life. In a way, keeping persons of the third age group in their profession, or their movement to the posts of adviser, mentor, and consultant could help avoid it. According to experts, more than 20% of men and 19% of women aged 60 years and over amongst the unemployed in Russia, retain their resource potential; among the occupied in the economy the number of such people is twice as big.

One of the resources of the extension of social and professional activity is the access of this social group to vocational training and retraining. "In all countries, the lifelong access to education and vocational training is one of prerequisites of the employment of elderly people".

At the same time, reviewing the educational resources offered to persons of the third age group, one can find numerous courses on gardening, truck farming, floriculture, flower arranging, landscaping, knitting, dancing, foreign languages, computer literacy, and photography. Most of these resources are focused on leisure activity. These educational resources (both universities of the third age, and the courses having various statuses and an organization-legal form) position themselves as agents for the adaptation of elderly people to constantly changing living conditions, helping them to increase legal competence, to develop motivation to new kinds of activity, and to overcome social isolation and psychological problems.

At the same time, in our country the increase in the number of working pensioners is obvious. The main reasons for this phenomenon remains not only and not so much their desire to continue working, as the insufficient amount of pension provision. Therefore, according to the results of the first quarter 2014, in St. Petersburg 42.8% of total number of pensioners in the city were working. Nationwide, despite the fact that, by some estimates, no less than 30% of elderly citizens are focused on active work and retraining, about 16-17% of elderly people actually continue working after retirement. Thus, the preservation of workers of an older age not only in the profession, but also in the public employment sector in general, is often possible on the condition of additional training and retraining.

Meanwhile, a purposeful author's search of any complete system providing training, retraining, professional development for elderly returned no results. The authors found only separate, fragmentary examples of education for the elderly. A more or less complete picture can be found in some regions. The inclusion of the section concerning a vocational education of the pensioners willing to continue working into the State program of Primorsky Krai "Assistance of employment of the population of Primorsky Krai for 2013–2017" can be an example thereof. Such an opportunity appeared in the regions due to relevant amendments in the federal law "About employment of the population in the Russian Federation": public authorities of territorial subjects of the Russian Federation have an opportunity to organize vocational training, retraining and professional development of the pensioners that

are unemployed, but are interested in continuing working. In this case, the following mechanism linked to the demand of regional labor market operates: training or additional education by the professions demanded in the regional labor market is carried out on the basis of the referrals of local employment authorities. The relevance of such formulation of the question is confirmed with the results of the previous sociological poll, according to which 54.4% of respondents of pre-retirement and retirement age would like to find a job, and 7.3% of the respondents expressed readiness to get vocational training or to improve their skills.

Perhaps, now the training of persons of an advanced age in the bases of computer literacy and skills of working on the Internet is more systemically organized. This area of training of the elderly should be recognized not only as the most dynamically developing, but also the most relevant one, as modern technologies allow elderly people to feel involved in social life. Meanwhile, according to the Pension Fund of the Russian Federation, in 2012 only 5% of Russians of the third age group were able to operate a computer, a smartphone and to use the Internet. In our country, various types of courses have become universally available to eliminate such inequality in the access to information. This tendency is characteristic for all territories of the Russian Federation. For example, in the Nizhny Novgorod Region, 130 platforms operate to train elderly people in computer literacy, and annually about 6,000 people graduate. Countrywide, this indicator exceeded 143,000 people. In 46 regions, public universities for training of the senior generation function, so-called "universities of the third age" of the union of pensioners of Russia.

The first positive shifts have already taken place: according to the Pension Fund of the Russian Federation, over the course of two years, the number of personal appeals of citizens to offices of RPF of the Amur region reduced by 16,000, due to an increase in number of electronic applications via a feedback form on the official site of the organization. Nevertheless, despite the positive dynamics, the existing programs cover only 10% of the older people in need of training today.

It is obvious that teaching persons of retirement age computer literacy and training their skills of work on the Internet provides them not only with wide opportunities to increase their social activity and opens additional channels of communication for the elderly with the outside world, but also promotes the upgrading of their education, professional res-socialization and self-employment (including remote employment as a sufficient working condition convenient for them).

In general, preserving the third age population in the education system, including familiarization of the elderly with any electronic devices, media and the Internet, substantially promotes the overcoming of their social exclusion.

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LIFELONG LEARNING AND
PHILOSOPHICAL DIALOGUE

M. I. Vishnevsky

Lifelong learning is determined by the worldview development of a person which lasts during the entire of their adult life. The transformation of problems which can occur on this path leads to the worldview dialogue, and a search for the argumentative view coordination of interacting entities.

Key words: Worldview education, philosophical synthesis, philosophical dialogue.

So much has been written and said about lifelong education that it seems useful to ask a simple and baseline question: "Who is actually being educated?" The answer will also be simple: a human personality is being educated; it may be a student or a worker, may refer to a certain age group and other groups, and may have a certain social status. Education covers language learning, and the development of vital competencies. However, it is primarily acquisition and development of the worldview by the personality guiding its thoughts and actions. Critical stages and growth crises occur, ups and downs in the personality education. All stages, facets and forms of the process of education have a worldview dimension and an interpretation, and being theoretically expressed and interpreted is one of the interests and concerns of philosophy.

Education means the formation of a substantial form, some certainty and, hence, respective limitation akin either to a natural stone cut turning it into a diamond, or to a lock-in of the established ideas and professional skills into a definite volume. Familiarization with philosophy expands the possibilities of man's reasoned determination of his own life position. Habermas noted that our knowledge is focused not on an exact object, but on communication, and socialization with other subjects which is related with a claim to the significance of the views being asserted. Communicative practices do not just state the diversity of positions and outlooks, but reveal their argumentativeness or sanity. The philosophical-worldview synthesis as a form of a personality's education is a major condition for achieving social consensus on key life issues. Through dissemination of philosophical ideas and their assimilation by people in the process of education, these ideas turn into more or less significant facts and cultural values. There are only a few absolutely original philosophical concepts markedly different from all the others, and at the same time undisputable in their significance. To some extent they may be compared to the basic colors into which white light is dispersed by an optic prism or the basic paints used by an artist. One paint is generally not enough to depict his idea convincingly; therefore, he uses different paints, even mixing them, striving to find their optimal combination adequate to the problem being solved. Don't we act the same way in thinking over the worldview problems facing us, and learning different scientific, philosophical, religious-worldview and other positions, which leave a noticeable imprint in culture in the search for a solution? Furthermore, as such integrative approaches are getting increasingly popular in modern philosophy; this may mean a stagewise convergence of the theoretically-based philosophical idea and the life-practical quests of the people surrounding us.

As a theory in its different manifestations or varieties, philosophy is connected with science, or is at least quite similar to it. However, an aggregate of specific objects of specialized developing knowledge is hard to observe, as is science, as it is fails to form any holistic worldview. Every area of scientific research, as well as the theories developed in it, has its special tasks, and comprehension of the world as a whole in its relation to man, which is a distinguishing feature of the worldview and is not one of these tasks directly. Certain scientists can take an active interest in the philosophical problems of their science or even in their wider circle, and put forward original worldview ideas. However, all this is beyond their basic professional scientific activities. The scientist's calling is to obtain objective knowledge about the subjects studied, while in the worldview man expresses not just the knowledge about what he has learnt, but his values, convictions, and ideals.

It should be noted here that not all the papers published as philosophical ones cover the entire range of theoretical worldview problems. Moreover, there are hardly any papers of this kind now. The creation of original and comprehensive philosophical systems has practically stopped, even if such claims are generally perceived as an oddity or unjustified intellectual audacity. At the same time, different philosophical concepts introduced in the process of education are perceived by learners as parts of a broad and developing whole, called philosophy. These parts are different, but complement one another, compensating for the inevitable one-sidedness of each of them taken separately. Any established system of philosophy expresses the worldview position of its creator as well as his adherers and followers. If it is deemed appropriate to speak about a philosophical worldview as a whole, it is a unity of diverse and manifold content which is hard to observe.

Educational editions in a relevant course may only claim a relatively complete representation of the problematic field of philosophy, but one cannot avoid the influence of the special theoretical leanings of their authors, and their socio-cultural position in the society. Nevertheless, editors of philosophy journals easily distinguish and select the texts corresponding to the profile of their editions. They are guided by the traditional idea established in the philosophical community about the problems specific for this particular area of study, which cannot be reduced either to the purely scientific, technical, political, and other problems.

At the same time account is taken of the relatively high commonality and certain initial indefiniteness of philosophical notions and ideas enabling them to fertilize different areas of science, as well as other spheres or levels of human life activities. It is often noted that these notions and ideas lack the exactness and unambiguousness which are expected and required of the elements of established scientific knowledge. For the sake of fairness, it should be noted that it is by no means always that exactness and unambiguousness exist in science and are an indisputable value. They are important when this refers to instrumental knowledge because the instruments are to be properly sharpened, but the requirement to ensure perfect exactness and preciseness of the notions used is out of place when people face new problems of yet unclear meaning and conditions, or solution methods. Applying some former notions in such cases, one has to adjust their meaning, adding new shades and attributes (connotations) formerly alien to them.

The new thing quite often lacks full clarity, logic and indisputability. New logic is still to be discovered; a new order generally crystallizes out of chaos, its distinguishing features including the indefiniteness of many parameters.

Due to the potential ultimate breadth and certain vagueness of the content, and the incomplete definiteness of philosophical notions and ideas, they can be applied both in scientific or technical creative work, and in the spheres of life where conceptual exactness and perfect logical ordering of thoughts are of no substantial significance - for example, in art, or in the sphere of everyday life. However, it must be the question of not just the pragmatically interpreted application of these notions and ideas, but of their genesis, mutual influence, functioning in the sphere of a theoretical worldview, and beyond it as a whole. In its development, philosophy is powered not only by its ties with science and its derivative forms of human activities but also its basis and field of manifestation is an entire culture.

Through its special means and methods of solving worldview problems, philosophy expresses the internal differentiation and, simultaneously, the contradictory unity of the culture of a particular era. The diversity of philosophical systems and ideas relevant to a particular culture reveal the diversity of the latter to a certain extent. In its turn, the unity of philosophical thought, in so far as it is attainable and productive, has the unity of culture as its correlation: the unity which has already revealed itself or, which probably happens more often, is sought for and desirable. Philosophical education is directly related to the processes of differentiation and integration in culture, as well as to the formation of the worldview prerequisites of human creativity.

The linking and intrinsically integrative philosophical ideas are not something external and casual for people's creative activities. Wherever new ideas (artistic, scientific, moral, political, economic, etc) are created by our imagination, they link the previously known to something unknown and, thus, possibly strange and unusual, contributing to the expansion and development of people's worldview. These linking ideas allow us to see unity and commonality, where just dissimilarity and disunity used to be seen. M. Polanyi stressed that a genuine discovery is not strictly a logical act; "the obstacles which one has to overcome in solving the problems can be called "logical gaps" and one can judge their size only by the degree of inventiveness required to solve the problem. The width of the logical gap to be overcome by the inventor is the subject of legal assessment." [1, p.180] But if there were no idea of world unity and a more or less clear understanding of the cognitive and life-practical significance of this unity in the culture content, there would be no attempts to overcome the limitations of the established, internally locked schemes of knowledge, patterns of practical activities.

A divergence of interests or views does not mean the necessary conflict exacerbation of relations of the parties. By contrast to the logic of a conflict, there is the logic of a compromise and communicative interaction aimed at the achievement of mutual understanding between parties. According to Habermas, the achievement of mutual understanding is based on respect for the position of the other party, and on confidence in the partners' reasonableness, and their ability to understand rational arguments and to move towards rapprochement. The partner in the dialogue is to get evidence of the trueness of your position, which is the sincerity of the maintained views and availability of serious, clearly presented

arguments in their favor. The objective of the dialogue is to find common points on the positions, and agreement of the underlying interests, based on the understanding that obstinate and uncompromising confrontation is mutually harmful. In the course of the dialogue the comprehension of the core of the subject may be substantially adjusted if the arguments are admitted to be convincing. Persuasion is probably incompatible with violence and compulsion to agreement.

When we speak about worldview convictions, we mean not just and maybe not so much the ultimately general ad abstract philosophical ideas. We primarily face joint discussion of the rules of our action in the field of the moral pervading of everyday practice of communication. Our feelings and thoughts related to particular life circumstances acquire their moral character when we correlate these circumstances with our fundamental expectations and ideas of how people should generally act as reasonable and responsible humans. The universality of the moral rules and norms accepted in society is related to their impersonal character and claim to good reason. "If we *must* do something, it means that we *have the grounds* to do it" [2, p.76]. While discussing moral rules and norms, the participants in the discussion agree upon and coordinate their attitudes and claims to the significance of the motives and reasons offered by them. Habermas supposes that any ideology established in the society is to get a moral sanction; otherwise its justifiability looks doubtful. One must be able to carry on a meaningful dialogue about everything recognized as being significant in our life, and be able to look for ways to come to a reasoned agreement.

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THE CONDITIONS OF MODERNIZATION
OF EDUCATION IN CIS COUNTRIES

V. . Myasnikov
N. V. Moiseeva

This article deals with the specific features of the socio-economic conditions that affect the implementation of reforms, and the course and rate of economic reforms, designed to ensure the best efficiency of educational systems' modernization in CIS countries, as a global trend in education.

Key words: Modernization of education, globalization, the CIS countries, development features.

In December 2002, the General Assembly of the United Nations decided to hold the Decade of Education for Sustainable Development from 2005–2015, to draw the attention to important issues and to promote international actions on the issues of global importance. The Decade of Education for Sustainable Development confirms the need to integrate education systems at all levels, to develop new educational policies, programs and practices of education in a changing world. These conditions include, above all, a radical contrast to the existing system and a focus on innovations, as well as other features: (a) the prevalence of innovation over tradition; (b) progressive (non-cyclic) development; (c) mass education; (d) the predominance of the universal over the local.

For the CIS countries, the problem of finding adequate responses to the global challenges of the new era has a special character. Firstly, the CIS is a young regional association of sovereign states, and many of the processes (including education) are still in the formation stage, and the stage of development of mechanisms of harmonization of their interests. Secondly, because of the scope of this association, the natural geographic and demographic conditions, as well as geopolitical and economic circumstances, the choice by the CIS countries of a particular variant of the strategic response will inevitably be perceived as a challenge to the rest of the world. Thirdly, the transition to the XXI century for the CIS countries coincided with the catastrophic completion of the planetary-scale social experiment on finding the path and type of civilization development, during which, in the second half of XX century, a major part of the population was involved one way or another. Fourthly, it is clear that the period of modernization of education is a long one, and to make the reforms productive, it is necessary not only to find out the conditions in which this process will be carried out, but also to elaborate basic ideas, on the basis of which more frequent problems will be solved, as well as best practices, on the basis of which more specific issues will be addressed. Fifthly, the domestic socio-economic conditions in the CIS countries in the recent years have changed so rapidly that it was difficult to identify the dominant trends of development. Sixthly, changes in the sphere of culture and their impact on the development of education. According to O.E. Lebedev, education cannot be seen solely as a means of preparing for the future. Education must allow learners to find meaningful solutions to their problems here and now.

Analysis of the situation in which the formation of separate independent states of the former Soviet republics took place, shows that it is necessary to distinguish the features of the socio-economic conditions (unstable and accompanying circumstances) that define not only the choice of a path of development, but also its stability. These include: (a) the particular economic development of a country; (b) the degree of ethnic homogeneity or heterogeneity of its population; (c) level of political culture and the presence or absence of democratic institutions; (d) the size of the territory; (e) the level of social and political polarization in the society; (f) migration, resources and other factors. The study of the changing perceptions of the socio-economic transformation of the former Soviet Union in the globalizing world is very relevant, and crucial for the understanding and forecast of further development and modernization of education in CIS countries.

Analysis of the specificity of the formation of the CIS shows that if, for example, the formation of the European Union was under the influence of the strengthening regular unifying tendencies and required a long period of time, the formation of the Commonwealth was a consequence of the collapse of the superpower. What is more, it took place in a short period of time, almost instantaneously, without new theoretical study of political and economic reality, and in the absence of an effective concept of interstate integration. The socio-economic situation in the CIS countries had a number of features – there had been a continuous influence of the adverse conditions prevailing in the Soviet period and arisen in the course of reforming of the economy. They included: low technical level of productive capacity and its inefficient use, the economy and export based on the raw materials strategy, a large share of military-industrial complex; inherited imbalance between the production of means of production and production of consumer goods and the service sector; high level of depreciation of fixed assets.

The collapse of the Soviet Union in 1991 led to the destruction of the current single, and to some extent unique system of education. The establishment of national educational systems with their own regulatory framework - states of the Commonwealth, the emergence of different types of non-state educational institutions of different levels (including grammar schools, high schools, and colleges, both public and mixed).

Education as a special field of socialization is very sensitive to changes in the world. It can reflect and demonstrate the quality of the transformation of our lives. In other words, education in these circumstances not only recognizes, but also affects the development of the processes. Through education, it is possible to organize the most secure and reliable way of progress and reforms in social development. This fact requires us to ensure the proactive influence of education compared to other measures, facilitating development of the integration processes in the CIS countries, and the preservation of common educational space of the Commonwealth. Thus, the level of development of national education becomes not only the main condition of the economic and political independence of countries, but also a prerequisite for their effective connection to the world economic community.

Today it is obvious that it necessary to find a cardinally new approach to education, as a highly complex self-organizing system that interacts with other social systems and is a single organism with them.

The collapse of the Soviet Union was the evidence of weakness of the dialogue interpenetration of the former republics, the predominance of antagonism, the break of cultural (in a broad sense) space. It shows that none of the elements of the accumulated moral schematics, being the basis of the state policy, created a solid foundation for mass development of abilities of people, without which the effective solution to all complex problems is not possible. All elements of moral schematics needed critical re-evaluation, possibly, in the system of stimulation of some ideals and alienation of others, in in-depth understanding of how the cultural foundations of the society dynamics and state reproduction are being formed. The specific feature of the post-Soviet period was the complete bankruptcy of the utilitarian-motivated change of forms of the forced ideology system.

The changes taking place in education in the CIS countries create the necessary prerequisites to determine and identify the main conditions for the development of education to meet the global trends of social and economic transformations, their common understanding, and strategic focus on the development of global educational space.

Thus, the analysis of the revealed conditions of the modernization of education in the CIS countries shows, on the one hand, significant differences and

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THE CONTINUOUS EDUCATION SYSTEM
OF UZBEKISTAN

N.I. Tailakov

The paper analyzes the existing system of continuous education of Uzbekistan, as well as the policy on reforms in the field of education, as the core of the conducted course of reforms and renovations of society as a necessary and obligatory condition of democratic transformations in the country, sustainable development of the economy, and integration of the republic into the world community.

Key words: education system, education quality, types of education, continuous education, principles of continuous education, national model.

After gaining independence, Uzbekistan chose its own way of development: the way of large-scale reforms aimed at building a democratic law-governed state, a socially oriented market economy, and a strong civil society. Education, being one of the major areas of Uzbekistan state policy, also stepped in.

At the 9th session of Oliy Majlis of the Republic of Uzbekistan (August 29, 1997), President of Uzbekistan I. Karimov brought up the issues of reforming education and staff training in his report "A Harmoniously Developed Generation – The Basis of Progress in Uzbekistan": "Care for the coming generation, the desire to bring up a healthy, harmoniously developed man, is our national character. Every man living on this holy land struggles, works, and does his best throughout his life to raise his children to be educated and virtuous, to see their happiness and wellbeing." Moreover, as we know, this can be achieved only in an educated and well-brought-up society. Education was proclaimed a priority area in state policy. Vivid proof came from the adoption of two major documents in 1997: the law "On Education" of the Republic of Uzbekistan and the "National Program for Staff Training" and, thus, the creation of the "Uzbek Model of Education".

Reforms in the sphere of education and upbringing are aimed: firstly, at having a positive impact on the social-political climate; secondly, at man finding his place in life; thirdly, at forming a free, independently thinking individual; fourthly, at complete fulfillment of human potential; fifthly, at bringing up harmoniously developed people who have general and special knowledge a modern world outlook, a high consciousness, heavenly thoughts, and who are committed to national and universal human values and are willing to create a strong civil society. The national model and program is a strategically well-thought-out, scientifically grounded model (concept) sensitive to the trends and nuances of the country's social-economic development.

The principles of continuous education are priority, democratization, humanization, humanitarization, national orientation, continuity of education and upbringing, and identification of gifted and talented youth.

In accordance with the National Program for Staff Training, education in the country is implemented in the following types: preschool, general secondary, secondary specialized, vocational education, higher, postgraduate education, professional development and staff retraining, and out-of-school education. As we see, the main specific feature of this model is continuity of education. This means

that man has the possibility of acquiring knowledge, professional skills and specialties throughout his life. This program creates an effective mechanism for the education system, its principal components being respect for the individual, fulfillment of abilities and creative potential, forming a freely thinking person, his moral, physical and spiritual development, progressive learning, obtaining professional skills, and full self-actualization of one's personality in life.

It will be appropriate to give the opinions of foreign specialists about this program voiced within the framework of the international conference "Training an Educated and Intellectually Developed Generation as the Major Condition of Sustainable Development and Modernization of the Country" held in Tashkent on February 17, 2012, and attended by representatives of many major international organizations and financial institutions. In particular, Pan Hwan, professor of Seoul Polytechnic College, said, "The National Program for staff training of Uzbekistan has gained recognition in the world community and is becoming an object of comprehensive study. In terms of its content, it covers all stages of continuous education, implementing the principle of advanced systems – lifelong education. But the global idea, in our opinion, is the fact that it will be the major factor of the qualitative breakthrough in the social-economic development of the republic in the new century." V. Shakunov, President of the International Academy of Sciences of Higher School (Russia), noted, "the development of the National Program for staff training is a deeply scientific, innovative approach to the solution of the problem. The experience of Uzbekistan in implementing the state policy in reforming the education system is sure to become certain expertise of President Islam Karimov. This is an "export technology" which can be used in countries with similar social-economic, demographic conditions, and cultural-historical traditions and customs."

A distinguishing feature of the National Program of staff training is introduction of the nine-year-long general secondary and three-year-long secondary specialized, vocational education into the system of continuous education. This ensures continuity of the transition from general educational to professional programs. Young people have the possibility of voluntarily choosing the area of two types of three-year-long specialized education based on their abilities and desires: an academic lyceum or a vocational college. The academic lyceum provides secondary specialized education in accordance with the state educational standard, ensures intensive intellectual development, advanced, specialized, differentiated, and professionally oriented education, taking into account the students' possibilities and interests. In academic lyceums, students have the possibility of choosing their own education (liberal arts, exact sciences, natural sciences, philology and arts). A vocational college gives secondary specialized vocational education within the framework of the relevant state educational standard, ensures intensive development of professional inclinations, abilities and skills of students, and acquisition of one or several specialties in the chosen professions.

Thus, conditions are created for improvement of the acquisition of knowledge by young people, and obtaining a certain profession or specialty. Students are guaranteed receipt of a 12-year-long general and secondary specialized, vocational education by the state. This ensures their social protection in the conditions of the market economy.

Higher education has undergone a complete transition to a two-tier system: the Bachelor's program and Master's program. The Bachelor's program is one of the ways of receiving basic higher education. The Master's program is higher specialized education in a particular specialty which continues for two years based on the Bachelor's degree.

Students are admitted to higher educational institutions by determining the applicants' level of knowledge through the results of tests and other additional creative exams determined according to the established procedure. Education at higher educational institutions is financed by state grants and on a paid-contractual basis.

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DIDACTIC KNOWLEDGE DEFICIT
FROM THE VIEW OF EDUCATIONAL PRACTICE

I. M. Osmolovskaya

The deficit of didactic knowledge due to the modern social and cultural situation, modernization of education, and development of scientific status of didactics has been pointed out and analysed. A new type of didactic research – research-project has been picked out.

Key words: didactics, social and cultural situation, modernization of education, deficit of didactic knowledge, research-project.

Society is developing dynamically, and the requirements on educational institution graduates are radically changing: as it has been repeatedly mentioned, a graduate must be ready to learn throughout life, to re-learn and adapt to the changing conditions of the labour market, to be able to work in a team, to plan one's life, and achieve one's life objectives. In this regard, the necessity of changes in educational practice is obvious, but in the national education they are often done without a deep theoretical foundation, without the support of didactic knowledge. It should be noted that there is significant scientific potential in didactics, which can become the basis for improving the educational system and enabling the modernization of education, making decisions not intuitively and spontaneously, but theoretically justified. On the other hand, the development of society puts a series of problems for the didactics which being solved will undoubtedly move it forward [1].

This article attempts to identify the existing deficit of didactic knowledge. Research of the available didactic knowledge and its relation to the demands of society towards education have made it possible to identify three groups of problems: (1) a deficit of didactic knowledge due to the change of the socio-cultural situation; (2) a deficit of didactic knowledge caused by the modernization of the Russian education system, (3) a deficit of didactic knowledge related to an increase of the scientific status of didactics. We will focus on the former two.

The first group of problems with didactic knowledge deficit is associated with the contemporary social and cultural situation, the demands of society toward school-leavers, the demands of the individual on education, enabling lifelong learning and solving various life problems on the basis of the acquired knowledge. Moreover, the development of information communication technologies and the information-educational environment influence the perception, processing and use of information. The digital age generation has come to school, for whom there is no problem learning to use various electronic devices since early childhood. In addition to the traditional age barrier, expressed in the "parents and children" conflict, different comprehension and understanding of the world by different generations is added, since modern children do not imagine their existence without information from the Internet. They read fewer books, which used to promote the development of imagination, fantasy. The so-called screen culture has formed; the word and the text as its representation have been pushed to the background. Reading textbooks, where the author's thought is developed slowly and thoroughly,

is rejected by a generation accustomed to actions in a dynamically changing environment. Optimal for perception is the picture with accompanying text, while the picture can be a drawing, a table, a chart, a diagram, i.e. anything that allows creating an image of the object being studied. Thinking becomes a "clip-like" mosaic. Studying the problem, we cannot obtain all the corresponding information, as there is too much of it. We snatch some fragments reflecting certain aspects of the problem, and by synthesizing them, we try to create a complete image of the studied object. According to A. Mole's figurative expression, individual culture today is like "felt", whereas previously it was a "network", whose nodes contained the most important information [2].

The teaching process now does not look like it did 10 or 15 years ago. The information and communication technologies (hereinafter - ICT), being the basis of the information-educational environment (hereinafter - IEE), impart a distinct specific character to it. The process of learning can be represented as completely "immersed" in the information and education environment, and the student does not only experience its positive or negative effects, but actively interacts with the environment. It should be noted that no cardinal re-construction of the teaching process has been made with the advent of the ICT: ICT is actively used as a modern means of teaching, visualizing the studied material, increasing the emotional impact for assimilation of the studied content, providing gaming tools for the lessons, enhancing the interactivity of studies while relieving teachers from routine. The ICT do not replace teachers, but somehow modify their functions, giving the possibility to increase the degree of students' independence in acquiring knowledge.

Development of didactic understanding of the teaching process with the application of ICT is associated with using information and educational environments and with the organization of the teaching process in these environments. The teaching practice expects from didactics the development of didactic aspects of IEE creation and implementation, embedding the students' work into the traditional school reality, or a fundamental restructuring of this reality, the development of a didactic basis for new generation textbooks to be used with IEE. The modern ICT pose problems of interaction between the formal, non-formal and informal education, institualization of various forms of online education, coordination and alignment of individual educational trajectory of a student when studying at numerous open online courses. Special attention is required for identification of the specific character of adult education, principles of acquisition of subjective experience by adults, restructuring of the existing system of knowledge, views, values and meanings [3].

The second group of problems with didactic knowledge deficit arises in connection with the ongoing permanent modernization of Russian education, in which several trends can be singled out: the transition from a traditional knowledge-based approach to a competence-based one, development and implementation of educational standards in line with the activity-competence approach; narrowing the variability of education, respectively, strengthening of homogeneity in school; the formalization of school estimation. Traditionally, school education in Russia was academic, abstracted from human life problems. The change of society's requirements on education caused a transition to a

competence-based approach, raising the problem of formation of a competent person able to learn and relearn throughout his life. The standards require personal, metasubject and subject results of the educational process, and the teaching process must be aimed at achieving them. Emphasis is placed on the formation of universal educational activities. However, the introduction of standards in secondary school forestalled a thorough methodical development of ways of educational process restructuring, the development of new textbooks and teaching aids, and test materials that would enable teachers to independently assess the process of formation of student's competencies.

Poor management impeded the implementation of second generation educational standards in school and caused confusion and rejection by teachers, and the emergence of the ideas to return to the old standards, which clearly defined the content of education to be taught in class [4]. The school activity assessment is formalized. An effective school is considered to be one in which students successfully pass the exam in the subject and win contests and competitions. No one cares how a child feels at school, if he/she is comfortable, whether he/she feels like a respectful person, whether he/she is trusted regardless of his school success, and is supported. The education evaluation criteria are becoming less humanistic, not reflecting the development of the child's psychological state in the school.

A series of interviews with comprehensive school deputy directors showed that school administrators and teachers of need a criterion base of assessment, teachers need to clearly understand at the beginning of the school year what children must learn, what criteria will be applied to check it. It is necessary to develop current control materials so that educators can estimate the effectiveness of their own work. Teachers do not understand what to do with metasubject competencies in basic school, on what materials are to be formed. In the interviews they noted that they tried to form the skills to work with texts, tables, and the ability to acquire and process information, but these skills acquired on the subject material are not generalized. There is no continuity in the educational process of the basic school of the work with the elementary school according to the federal state educational standards (FSES). The basic school does not have such equipment which they have in the elementary school. Therefore, it is likely that the rate of formation of research, educational and communicative competencies of students will slow down. There are no guidelines that could show teachers how to continue working at the basic school according to the competence approach. Teachers expect from didactics a solution of specific problems of the formation of a competent person who has mastered versatile educational actions, and is able to independently solve problems in different spheres of life.

So, is education modernization a result of the development of didactics, or is the development of didactics a result of modernization? It is impossible to say that currently all decisions on modernization of education are taken on the basis of scientific didactic knowledge. Crucial decisions in education, such as the introduction of the uniform state examination, standardization of education, and integration of educational institutions, in many respects, were not worked out theoretically and, accordingly, are not ready to be implemented in practice; the implementation is carried out "from wheels". Didactic is forced to develop teaching

materials as an afterthought: The methods of preparation and conducting lessons are developed according to FSES; textbooks and tutorials are gradually changed, and information-educational environments are developed, especially in universities. The problem of diagnosing students' competences is being solved with great difficulty.

Along with the empirical and theoretical investigations, a new type has appeared – a research project. In the course of such research, a new educational practice is created (tutoring, communicative teaching, the thought-activity pedagogy, self-learning organization). The theoretical ideas lying at its basis are being developed, concretized and complemented in the course of implementation, i.e., theory and practice merge, and the urgent practical problem is solved "in the field". The research project is not identical to empirical research, since practice is not only studied, but, first of all, is modelled. At the same time, a number of didactic achievements could eventually become the basis for the improvement of pedagogical practice, they are the studies resulting in a potential breakthrough: thought-activity pedagogy, communicative didactics, TRIZ-pedagogy, individualization of learning through tutoring, etc. The fundamental didactics forms the basis for such studies.

In general, it should be noted that didactics is developing in a multifaceted fashion and in different directions: there is breakthrough research, there are both fundamental and practice-oriented ones, aimed at solving urgent problems, including those arising from the ongoing modernization of education. Thus, the development of didactics and modernization of education are interrelated, the cause and effect are constantly interchanged, providing both the development of didactics and the development of education.

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THEORETICAL AND METHODOLOGICAL GROUNDS FOR DEVELOPMENT AND STUDY BY MASTER'S DEGREE STUDENTS OF PEDAGOGICAL INNOVATIONS

I. I. Tzyrkun

The article presents a new academic discipline called "Pedagogical Innovations", which focuses on special training of master's degree students for organizing innovative-educational activities. The article reveals the structure and studying methods of this new discipline.

Key words: Master's Degree Students, pedagogical innovations, cultural and praxeological approach, stages of pedagogical innovation study.

Enrichment of the content of general pedagogical preparation of Master's Degree Students studying "Theory and methods of training and education (of pupils and students)", as well as development of innovative and pedagogical culture, has determined the development of a new discipline called "Pedagogical Innovations".

Before the advent of Pedagogical Innovations, transformations of a teacher's practical activities were carried out with a focus on individual phases of the innovation process (research – development – implementation), while innovations and the environment of their implementation were considered independently. This caused separation of pedagogical theory and practice and the whole set of difficulties related to their implementation. Statutory regulated pedagogical guidelines (receptive, tool-based, research, etc.) and the environment of innovations to be transformed are considered to be the origin of pedagogical innovations. The essential features of pedagogical innovations are: the problem-oriented context, boundary nature, combination of processes of innovation creation, and design of its place and functions in the whole system, as well as the presence of practical and artificial components. Innovation requires strong knowledge support, relating not only to innovations, but also to the state of educational reality, as well as the educational environment.

The conceptual basis for the development of the structure, content and methodology of study of pedagogical innovations includes a cultural and praxeological approach [1; 2]. In particular, the following principles have been implemented: integrity of the innovation culture, identity and innovation activities; adequate development and self-development of a person; isomorphism of the innovation cycle; cultural and praxeological generalization; the complementarity of priori- information-based and posteriori-activity-based ways of experience internalization; systematizing factors and staging; early inclusion of the Master's Degree Students into continuous resonant innovative practices. Works of M.V. Klarin [3], V.A. Slastenin [4], A.V. Khutorskoy [5], N.R. Yusufbekova [6] et al. were used as basic knowledge, and the author's experience of development of methodical innovations was taken into account [7].

Educational Innovations combine units of empirical data, a system of concepts, educational requirements and procedures of innovation and teaching

activities. Models shall represent general and specific situations of improvement of education efficiency. They also include innovative challenges and strategies for their solution, value-based milestones of the innovation and teaching activities, the innovation and cultural foundation, etc.

Educational Innovations contain the following modules: (a) methodological, (b) subject-based, (c) application and (d) practical. Content-based units of these modules are: (a) methodological (introduction, methodology of innovations, innovation and teaching activities and innovative and pedagogical culture as a system); (b) subject-based (range of innovative issues, value-based orientation of the innovation and teaching activities, sources of scientific evidence, methods of innovation and teaching activities); application (basic innovation strategy, the patterns of the innovative and pedagogical culture, and the personal aspect of the innovation and teaching activities); (d) practical (design and development of pedagogical innovations, their implementation, presentation of pedagogical innovations in the form of passports and pedagogical works).

Along with equilibrium, disequilibrium and nonlinearity are the natural state of genesis of the innovative culture among the Master's Degree Students. The didactic structure can provide for the processes of self-organization of a Master's Degree Student only if its control parameters have a resonant effect on the genesis of the innovation culture. The entire set of documents and didactic means of studying Pedagogical Innovations are accumulated in the resonant innovation and didactic structure (hereinafter – the "RIDS"). RIDS includes a training set (acmeology gram of a teacher-innovator, core curriculum of the course, diagnostic computer-based tools, electronic textbook, a set of prototypes – samples of innovative educational activities, general and private heuristics) and an integrated learning environment (learning laboratory of pedagogy and pedagogical innovations, a branch of the Department of Pedagogy in the gymnasium, the set of pedagogical innovations, and the expert system "Innovator"). RIDS creates opportunities for differentiated inclusion of Master's Degree Students into innovative practices, as well as the coordination of mechanisms of organization and self-organization in the process of formation and development of innovative and pedagogical culture.

The process of learning the Pedagogical Innovations was implemented in the logic of the innovation cycle (pedagogical search – creating innovations – their implementation – a reflection of innovations) and included the following steps: (a) diagnostic, (b) orientation, (c) forming and correctional, (d) innovative practices, (e) protection and translation of pedagogical works, (f) diagnostic and correctional. Let us cover each of them briefly.

(a) The diagnostic stage identified the initial level of readiness of the Master's Degree Students to assimilate the content of a discipline, as well as their attitude to the innovation and teaching activities. A comparative analysis of the received results and the desired results was made (acmeology gram of a teacher-innovator). Mechanisms of self-actualized of a person were actualized, and personality profiles of each Master's Degree Student were constructed.

(b) The orientation stage included: formation of Master's Degree Students' positive attitude towards the innovation and motivation of studying the pedagogical innovations; the Master's Degree Students studied the full orientation basis of the

innovative educational activities. Moral incentives were also used, such as praise, acting as an expert, and submission of pedagogical innovations to be exhibited. In order for students to master the full orienting basis of the innovation activities, a system of heuristics was applied: general and individual. For example, for the successful organization of the pedagogical search it is necessary firstly, to expand the area of search and use the established links in teaching activities to the fullest extent; secondly, to determine the dynamics of an innovation problem, to describe the known in its solution; thirdly, to be self-critical, specific, to list all the important details, and to be exact, etc.

(c) The formation and correctional stage proposed incremental, sequential approximation of the level of uncertainty of guidance of the heuristics to the Master's Degree Students' zone of proximal development. The following was implemented: clarification of the meaning of each action and its elaboration, and offering special tasks for training. This stage involved methods of counseling and correction of personal properties. During the counseling process, the Master's Degree Students received adequate personalized and developing assistance in solving the problem of innovations. The greatest difficulties were associated with determining the internal and external contradictions of the pedagogical process, formulating the innovative problem, transforming it into a topic of innovation, and the choice of sources of the scientific evidence and its creation. The solution of these problems was organized through the use of private heuristics. The forming and correctional stage also implied the application of precedent and incident methods. In particular, a comparative analysis of a radical system of pedagogical innovations was made, including the school of tomorrow A-C-E of D, Howard and free Waldorf education.

(d) The innovative practices were organized on the basis of educational laboratory of pedagogy and pedagogical innovations and were focused on testing the main components of the innovation and teaching activities, development of innovative thinking of the Master's Degree Students. This consists of three phases: (1) performance of tasks and regulations aimed at mastering the operational structure of the innovative educational activities, and establishment of their relations and hierarchy (2) analysis of a solution of regularly innovative problems corresponding to the laws of development of the innovation system; (3) work on passports of innovations and own pedagogical works. This stage included testing of all other positions of a teacher-innovator: problem analyzer, researcher, axiologist, designer, constructor, manager, experimenter and others. In order to develop the Master's Degree Student's divergent component of innovative thinking, they were offered to consider situations with a high level of uncertainty. Furthermore, creative methods were used: creation of scenarios, brainstorming, and seven-time search. Particular attention at that stage was paid to studying samples of the innovative educational activities and analysis of a solution of regularly innovative problems: "How to activate students' learning capacity?", "How to improve the effectiveness of teaching the subject?", "What are the didactic possibilities of computer training?", etc. (Work of the Master's Degree Students to address the problems of their choice or problems that were independently formulated by them was organized on the basis of a branch of the Department of Pedagogy in the gymnasium.)

(e) Defense of pedagogical works was carried out in a small group (5-7 people). Method of discussion was used, the ability to criticize and defend one's position was developed, and presentations were prepared. The best pedagogical works were presented at an exhibition (department, faculty). Selected pedagogical works that passed the stages of implementation (introduction) and expert reflection were published in the form of the scientific articles of scientific and practical conferences.

(f) The diagnostic and correctional stage included: passing a computer-based qualifying exam on educational innovations, solution of an innovative problem with a high level of uncertainty of conditions and requirements, diagnosis of personal qualities of Master's Degree Students, and evaluation of pedagogical work.

Master's Degree Students of the Department of Pedagogy, as a rule, continued to work on the innovative problem and prepared their Master's Degree Thesis on that basis.

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MODERNIZATION OF HIGHER SCHOOL IN KAZAKHSTAN

Z. O. Zhilbayev
N. Z. Shakhanova

The Republic of Kazakhstan is a signatory and member of the "European Higher Education Area" since 2010. The article describes progress of Kazakhstan in implementation of the Bologna academic degree and quality assurance standards.

Key words: Higher education system of Republic of Kazakhstan, Bologna process (Bologna accords), implementation of the Bologna standards.

The Bologna Declaration is a convention signed by education ministers of 29 European states in 1999. The purpose of the convention has been declared as creation of a single educational area, a unified system of higher education in Europe. The first serious step towards formation of the unified European higher education area was the adoption in 1988 by the European university community of the Great Charter of Universities (Magna Charta Universitatum) at the university of the Italian city of Bologna. The Charter was the first to define the new role of universities in the conditions of transfer from elite to mass higher education. The basic document determining the strategy of the Bologna Process is the Convention "On the Recognition of Qualifications concerning Higher Education in the European Region", published by UNESCO in April 1997.

Kazakhstan was among the first CIS states to sign and ratified the Lisbon Convention. On 11th March 2010, at the Second Forum of European Education Ministers in Budapest, Hungary, the final decision on Kazakhstan joining the Bologna Declaration was taken. The Republic of Kazakhstan became the 47th participant country of the Bologna Process and a full member of the European area of higher education. The aim of Kazakhstan's participation in the Bologna Process was defined as follows: (a) enhanced availability of European education for Kazakhstani students; (b) an increase in student and teaching staff's mobility by adopting a comparable system of higher education degrees; (c) adoption of the credit system and issuance of the European Supplement for Kazakhstani diplomas; (d) further upgrading of the national education system. In order to coordinate the activities on Bologna principles implementation, a Bologna Process and Academic Mobility Centre was established (http://www.naric-kazakhstan.kz).

Joining the Bologna Process radically changed the higher education system of Kazakhstan. This event was preceded by years of great systematic work of the Ministry of Education and Science and the country's higher education establishments on developing essentially new curricula taking into account the Dublin descriptors, the succession of all the levels of education as well as an increase of the research component in the process of studies. Basic competences were determined as the result of studies. Since 2005, the curricula for Ph.D preparation are being implemented experimentally in two national universities. On the legislative level, the three-stage education model was adopted in 2007.

On joining the Bologna Process, the participant countries undertake obligations to comply with the basic parameters which are divided into obligatory, recommended and optional.

The obligatory parameters are considered top priority for the creation of the European higher education area (EHEA) and advancement of the European education system globally. They include: *(a) university autonomy; (b) three-stage system of higher education; (c) ECTS academic credits; (d) academic mobility of students, teachers and administrative staff of the universities; (e) European Supplement to the diploma, quality control of the higher education*; (f) *creation of a unified European research area*. Let us consider briefly these obligatory requirements:

(a) *university autonomy* is a leading paradigm of the Bologna Process along with the development of the internal democracy, corporative management, close cooperation with production companies, etc. In the January 2014 President's Message to the people of Kazakhstan entitled "Kazakstan's Way-2050: A common goal, common interests, common future" the task was set to implement the principles of academic and managerial autonomy in the leading universities of Kazakhstan. Work has started on reorganizing universities into a new organizational and legal form. Each university develops an independent development program, a collegiate administration form through the Councils of Trustees;

(b) *three-stage system of higher education*. Bachelor's degree curricula have been implemented in Kazakhstan since 1994, while those of the master's degree have been implemented since 1996. The new Law of the Republic of Kazakhstan on Education adopted in 2007 regulates the possibility of multilevel specialist training (bachelor – master – doctor) (1);

(c) *ECTS academic credits*. The transition to the credit system has been going on for 10 years. Previously the Kazakhstani credit system was based on the US model. After signing the Bologna Declaration in 2010, development of a conversion system based on ESTC was started. At present, the rules and the Kazakhstani conversion quotient system as well as the credit conversion into ESTC model have been developed which is to be implemented in all the universities of Kazakhstan in 2015;

(d) since the adoption of the Bucharest Communiqué, the Strategy of academic mobility, the Concept of academic mobility of university students and the Rules of learning process organization under the credit system have been developed in Kazakhstan. The Ministry of Education and Science of the RK has developed and is implementing the program of academic mobility of students and involvement of foreign scientists and professors.At present, 38 universities have developed and implemented joint curricula with international universities which enhances the academic mobility of students and teaching staff;

(e) *European Diploma Supplement* is the single official certificate of education recognized by all participant countries of the Bologna Process, which provides the possibility of further education abroad. The Supplement is to be executed in English and contains a description of the character, level, amount, content and status of the acquired education, academic progress data, and

information on the academic results evaluation system. Kazakhstani university graduates are given this supplement along with the national diplomas;

(f) *integration into a unified European research area.* Since the Bologna Declaration was signed, the number of scientific and technical programs and projects developed by universities has significantly increased in Kazakhstan. The extent of academic science financing has increased significantly: if in 2011 the amount was 1 billion tenge, in 2013 it reached 7.3 billion tenge. A completely new type of a higher education establishment has appeared – the research university. The number of publications of Kazakhstani scholars in international magazines with a high impact factor has increased. On the initiative of the President of the Republic of Kazakhstan, the Nazarbayev University has been created and is successfully functioning, which is to become the first research university in Kazakhstan of international fame (3). The Kazakhstan Higher School has joined the work in the context of the European Research Area (ERA) aimed at enhancing relations between researchers and scholars and creation of an equivalent Common Market for goods and services in the sphere of research and innovations. Kazakhstani universities take an active part in the implementation of EC, UNESCO, UNDP, British Council in Kazakhstan, DAAD, CNOUS and other projects.

Let us dwell on some other new features of higher education in Kazakhstan.

Higher education quality control. A national Quality Assurance System has been created in Kazakhstan coordinated with European standards. The National Program of the Development of Education till 2020 provides for the transition from state control to independent university and syllabus accreditation. In 2012, the Kazakhstani government became a member of the European Quality Assurance Register [2].

Social support of low-income students. In the framework of the Bologna Process there is a series of documents related to social measurements. The purpose of social measurements was defined by the participant countries the European higher education area (EHEA) in their 2007 London Communiqué. The forms of support of low-income students in Kazakhstani universities are sufficiently diverse (rectors' grants, grants of national and foreign investors, discounts on tuition fees, allocations for participation in international conferences, monthly stipends, nominal scholarships, etc.) In order to support certain categories of citizens entering the universities, a system of quotas has been established: (a) village inhabitants; (b) orphans and abandoned children; (c) invalids of the 1st and 2nd category, persons with childhood disabilities and handicapped children, etc. The scope of the government order for the training of personnel with higher education degrees is constantly growing, as well as the average expenditures per student under the government order.

In order to facilitate the access to paid educational services, a mechanism of the state educational saving system (SESS) has been developed. On 14th January 2013 the Law on the State Educational Saving System was signed. This system provides to each Kazakhstani citizen the opportunity to accumulate on a planned basis money for the child's future instruction in universities and colleges. SESS provides for a state premium for citizens' savings. A unique opportunity to obtain a high-quality education abroad is offered by the Bolashak Presidential Program.

Starting with 2008, the quotas for village youth, public employees, scientific and educational workers have been established.

Lifelong education. Kazakhstan signed the Memorandum on Lifelong Education (Lisbon, Portugal, March 2000). The Bologna Process task group on social measurements and lifelong education is developing a document on implementation of social measurements and lifelong education in EHEA by 2020. This policy document will be presented at the meeting of EHEA ministers of education in Yerevan in 2015. It is expected that by 2020 the conditions for lifelong education irrespective of the age, educational level and professional qualification will be created. In Kazakhstan, a concept of lifelong education is expected to be developed in accordance with the main trends in the European higher education area (EHEA) promoting the modernization of higher education in the country.

National qualification network. Kazakhstan has developed the National Qualification Framework (NQF) compatible with the European Qualification Framework. With the adoption of this document, a system of qualification confirmation and assignment is being created in Kazakhstan. Based on the National Qualification Framework, the branch qualification frameworks in the sphere of education and science, and agriculture are being developed. Professional standards have started to be developed. The main idea of the framework is implementation of the principle of acknowledging the results of the previous education irrespective of the form of education.

Optional parameters of the Bologna Process are also paid attention to by Kazakhstani universities. They are of great value in planning and organization of the teaching process taking into account the interests of employers and the requirements of the society, and suggest non-linear teaching methods, optional courses, a modular system, distant learning, e-learning, and academic ratings of both students and teachers.

In Kazakhstan, the academic freedom of universities in developing curricula for bachelor's degrees has expanded to 55% since 2011, for master's degrees to 70%, and for PhD degrees to 90%. This allows universities to develop curricula independently involving employers and social partners. These curricula are developed in compliance with the Dublin descriptors. Along with the obligatory subjects, the professional training curricula include optional subjects, elective courses, and even individual programs can be developed. By 2020 the optional component of the curricula will increase for bachelors to 70%, for masters to 80%, and for PhD to 95%. The universities will independently determine the list of optional subjects in accordance with the labor market requirements.

Recently, Kazakhstani universities have been actively implementing distance learning technologies as well as various innovative teaching methods (problematic and gaming technologies, team and group work, imitation methods of active study, situational analysis method, project method, business and role-play games, problematic lectures, binary lecture, press conference lecture, interview lecture, visualization lecture, dispute lecture, training, portfolio, and case methods). Various types of e-textbooks are extensively used, like the basic version, internet version, slideshow lecture, multimedia presentation, virtual laboratory, web portfolio, videolectures, webinars [4].

Therefore, the mainstream of the higher education system development in Kazakhstan is aimed at formation of a competitive state conversing with the global economical, political and educational community.

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CRITICAL TASKS
OF TRAINING TEACHERS
RELEVANT TO TODAY'S LEVEL
OF SOCIETAL DEVELOPMENT

I. I. Zokirov

The main tasks of training teachers relevant to today's level of societal development are considered in the article. One of the fundamental tasks of education modernization according to the statement "Providing the education system with highly qualified employees, and giving them support by the state and the society" is a task of pedagogical staff professionalism improvement, as well as improving the quality of teacher preparation.

Key words: education, professional competence, development of an expert, modern didactics, technology, research, form and stage, training method.

Updating the content of education in Uzbekistan, primarily, is related to innovative processes in organizing and implementing innovative technologies in the educational process, which is interconnected with improving the content and methods of teaching of future teachers-professionals. We believe that although today there are progressive tendencies in developing teachers' education, and in the technological and methodological training of teachers, so far these initiatives have not received any regulatory status, and have not become a sustainably developing process.

As one of such critical tasks, we consider training of the teaching staff relevant to today's level of societal development. The issues of professional education of teachers today have become of crucial importance. Modernization of education is considered to be one of the most important tasks.

In the conditions of contextual learning, a student is developed as an expert, on the other hand, and as a member of society on the other hand. Contextual training involves the use of a subject-based and knowledge-based model and axiological spiritual focus of the learning process. Modern requirements for training, as organization of communicative and dialogue activities, and active exchange of views, make this task a little bit easier in our opinion. The applied technology of subject modeling is innovative and manifests itself in: (a) structuring of educational material based on separate training elements, which requires considering the educational material within a particular series of educational models as a single integrity; (b) dynamics, involving free change of the content of series of models and their interpretation, taking into account social and regional practices; (c) reliance on context, related to understanding and awareness of students of educational, training and professional distant prospects of education; (d) parity, which requires subject-subject interaction between a teacher and students. Our proposed technique involves maximum activity of students, and, as for the teachers, performance of an advisory and coordination function.

Techniques of contextual orientation, which will help students, as future teachers, to use these forms of work in the classroom at school, are of particular interest. We have come across a lot of descriptions of situational and business games which are used to prepare students in classes of pedagogy and

psychology. But we have not seen any situations that would have a direct focus on the teacher of Elementary Education Methodology Faculty. Of course, it is almost impossible to create a situation which would be absolutely autonomous, separate from other subjects, especially of the psychological and pedagogical cycle. Situational modeling is a promising path of integration of knowledge of a subject and pedagogical knowledge. Yet, situational modeling of a particular lesson will have a higher value for a student of the Elementary Education Methodology Faculty than abstract modeling of some abstract lesson.

Thus, the above material makes it possible to separate a number of key aspects that characterize the use of contextual training in the process of innovative training of teachers: (a) strengthening the practical orientation of training, its openness; (b) selecting material relevant to the goals of use, with an increased focus on those subjects which students will teach in the course of their professional activity; (c) strengthening the effectiveness of knowledge that determines the contours of a teacher's professional work; (d) integration of subject-based and social content of professional activity in the course of training; (e) openness to other people's opinion, criticism and loyalty in the evaluation of ideas, statements, and competitiveness; (e) activation of the reflexive position of a student and a teacher; (f) enrichment of education with regional content and technology, etc.

The transformation of today's society of the Republic of Uzbekistan naturally entails the transformation of pedagogical reality in theoretical and methodological and practical aspects, inevitably affects the purposes and values of education, and is also associated with a change of the roles of its subjects, with the release of educational interactions to new heights associated with understanding of new social and economic tasks of the country and the society. Therefore, the issue of training teachers, relevant to today's level of societal development, continues to be very important.

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INVESTMENTS
IN HUMAN CAPITAL

. P. Tsoy
R. B. Bakieva

The article considers the role and value of investments in the educational system of the Republic of Uzbekistan. The advantages and disadvantages of the educational process are noted based on the experience of foreign countries.

Key words: investment, education quality, human capital, education efficiency.

Investments in human capital mean investments in education, making it possible to develop certain knowledge and skills, which, in the future, will bring returns in the form of an income [1]. Each individual, as a consumer, is interested in maximizing his/her income over a lifetime. He/she decides whether to learn or to find an alternative. It should be borne in mind that in world practice: (a) people seek to maximize the total income generated throughout one's life; (b) the level of salary is directly related to the level of education; (c) as a rule, there are no limitations on the educational market (in the field of education offers).

Government spending in Uzbekistan on education and social services have increased more than five times during the years of independence; each year about 60% of the budget is allocated for development of public health services, education, and social protection of the population [2]. During the years of independent development, the country, with its one-sided hypertrophic resource-based economy, destructive monopoly for production of raw cotton, primitive production and social infrastructure, and low per capita consumption, has reached the objectives that changed its position and image in the world community. Gross domestic product grew by 3.5 times, while per capita GDP increased 2.5 times, and the average salary has increased more than 14 times. The total annual spending on education in Uzbekistan at all stages of lifelong education constitutes 10–12% of GDP, while in the world practice this index does not exceed 3–5% [3]. The main objective of investments in education is to increase the share of skilled professionals, and improve their knowledge and skills by means of continuing education. Science exists at all times thanks to the support of the state. And this is an important aspect of the development of the knowledge economy. However, the allocated funds are insufficient to cover costs, even at the minimum level. Therefore, commercialization should be the basis for development of science, i.e. creation of a product in demand, which has a value and brings considerable profit to businesses.

In many countries the strategy of education development is determined by the priorities of the overall development strategy of the country, turning it into the sphere of the most efficient and profitable long-term investment. "The American economics" states that every dollar invested in education gives five dollars of return. Meanwhile, one dollar invested in high-tech industries, like information technology in Silicon Valley, already gives $10–15 in return. As world practice shows, the specific competitive advantages of countries and prospects of economic development have become less dependent on geographical conditions,

but rather have become dependent on knowledge and corporate experience. A high level of qualification is no longer a sign inherent to exclusively in the elite of society, but rather a natural requirement for specialists who will be responsible for the way our country will look like in ten years.

The goal of higher and secondary vocational education in Uzbekistan is defined taking into account the prospects of the country's development. It is set in order to provide for the progressive scientific, technical, socio-economic and cultural development of society through training of competitive skilled personnel with high spiritual and moral qualities, able to think independently and make decisions. It is possible to judge about the effectiveness of the system of higher and secondary specialized education based on an evaluation by employers of the quality of preparation of graduates. The number of employed graduates can be a parameter of such an assessment. According to opinion polls, about 20% of respondents are fully satisfied with the quality of training of graduates in economic fields and areas of study. In certain areas, the supply of specialists is not balanced with the market needs, while sometimes demand exceeds or, vice versa, does not provide for necessary inflow of personnel. Therefore, we need a clear idea as to whether the system of higher and secondary specialized education can meet the needs of the labor market with its current structure, or whether it should be focused on the future market, taking into account regional specifics.

We should note the ever-increasing competition among applicants for admission to higher educational establishments. In Jizzakh Polytechnic Institute in 2011, with a quota of admission of 735 persons, about 4,000 applications were received, whereas in some areas, the competition was up to 10 people per one place, and the maximum pass score was 218.3 in such areas as Economics and Management [4]. In 2013 and 2014, the quota for admission exceeded 1,500 people, and competition was up to 12 people per one place. Thus, we can trace a certain inverse relationship: with high barriers to receive higher education, there is a low assessment of quality of preparation of specialists. The system of testing of specialists for admission to higher educational establishments has been faltering since 1993, which is why some institutions organize additional creative examinations and tests for physical fitness.

The authors of the articles studied the experience of training of specialists in Malaysia (Technology University MARA), Hong Kong and India (Entrepreneurship Development of India) in 2008 and 2011. In Malaysia, depending on the level of prestige of the institution and the specialization, applicants must pass from 9 to 16 exams in different subjects, and the process itself takes about three months. Therefore, the factor of a chance or a mere luck is practically excluded. As a result, in 2020, Malaysia should become a state with an economy based on knowledge, making it possible to turn knowledge into income in industries directly related to high technology. In India there is a system of incentives for students' initiatives. The level of realization of the students' ideas is very high, despite the fact that the entrance exams key figures do not demonstrate high levels.

Data from numerous studies and surveys among the employers conducted by the "Polytechnic" Alumni Club at Jizzakh Polytechnic Institute, active since 2005, suggest that the effectiveness of the services of the higher education system depends largely on the extent that the mechanisms below are taken into account and used:

First of all, determination of the number of students and fields of study should be based on information about the real needs of the market in a particular specialist. The mechanism of formation of the state order on the basis of applications of ministries and departments, large companies, small companies, and central and local authorities should be more suited to determination of the future demand for staff, taking into account the development of industries and tendencies in the labor market;

Secondly, the quality of education should be ensured through the use of effective educational technologies, new teaching methods, and the presence of the appropriate material and technical base;

Thirdly, in order to reduce the period of adaptation of graduates at places of future work, it is necessary to organize practical training under contracts with advanced companies, organizations and firms of the region, following the principle: "a particular specialist for particular production."

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THE SOCIAL SPACE OF CONTINUOUS EDUCATION SYSTEMS: ABOUT THE ISSUE OF THE ESSENCE OF THE EDUCATIONAL PROCESS

E. B. Goryagina

This article presents the analysis of the concept of "social space" from the perspective of social philosophy. It emphasizes the importance of pedagogical forecasting in the development of the organizational structure of the system of continuous education.

Key words: social space, the system of continuous education, pedagogical forecasting.

The idea of development of the social space of continuous education was comprehensively represented by J. A. Komenský's works in two aspects: the idea of self-education, and the principles of a systematic sequence when "all the following is always based on the past, and the past is reinforced by the following". The development of the social space of continuous education was interpreted in the historical and educational context by foreign researchers in accordance with the content of the educational process (representatives of French materialism, Claude Adrien Helvétius, Denis Diderot, Condorcet); The Swiss pedagogue J.H. Pestalozzi interpreted it as continuous and gradual movement to knowledge; The German pedagogue and humanist Adolph Diesterweg considered it as a link between the previous material and the following with a certain degree of autonomy for students.

The further theoretical development of the socially important space of continuous education is reflected in works by the ideas of many thinkers. We can mention the idea of the internal and external sides of the educational process, implementing the development of personality as its main role (works by P.F. Kapterev); ideas of additional education (works by V.P. Vakhterev); the anthropological essence of the educational process (works by K.D. Ushinsky); self-education and the principle of conformity to nature based on the ethical and humanist paradigm in works by N.I. Pirogov, L. N. Tolstoy etc., preschool education – in works by K.N. Ventzel, E.I, Tykhleyev, I.A. Sikorsky, V.M. Bekhterev, and M.H. Svenitsky.

The social infrastructure of continuous education is based on the forms of succession of the educational process. It conforms to a reliance on traditions, and also to the modernization of the whole internal structure of educational subsystems: from preschool education through education for adults. This context was represented in *Didactica Magna* by Komensky, when he wrote about the structure of the educational system as a multi-component system, beginning from the "initial school". This approach is represented currently in the integration of all forms of educational units. This integration is based on the multilevel and multi-stage nature of educational programs. It is why educational programs and educational technologies are aimed at resolving contradictions between the educational aims of a poly-subject user of education, and the satisfaction of educational needs. Also, it brings to the educational system the property of integrity in its operation in society.

The idea of the "social space of continuous education" is interpreted as a relationship between different stages of development. The essence of this relationship is the preservation of the different elements of the whole as a system. Succession is interpreted as a relationship between the past and the following states, based on the preservation of traditions. System analysis of the current state, and prospects related to the resolution of issues of the social space of the educational process, (taking into account various succession forms) requires the identification of conditions for the implementation of the succession approach to all educational units of the modern educational process. We also should take into account the conceptual focus of continuous education (provisions of the "Law on Education in the RF"), requirements of state standards, as well as principles of innovation-targeted educational programs, the Program for Development of Preschool Education for 2008–201, the Pilot Project in Education and Personality Development of Young Children "Moscow education: from infancy to school" (designed up to 2012 and aimed at the implementation of the first goal of the UNO Program "Education for Everybody").

The modern strategy in development of educational programs from preschool education to education of adults and people of the "third' age (focus, types of educational programs; their relevance, goals and objectives; forms of education, methods and means of education) is developed taking into account pedagogic traditions. The major goal of education is a personality, the importance of which reflects interests of modern society, governments, industries and the education system itself. It is why educational programs are mainly characterized with: autonomy; focus on self-realization and self-declaring of a personality in the educational process of continuous education. The educational space, rich in the diversity of educational programs (educational routes), is aimed at the implementation of forms, methods and means of education demanded by the user. It is why to "link" the needs of a personality, society, state and different social groups, and new knowledge, shall be developed about succession as a process and as a result of consistent and systematic relations ("coupling") between educational programs. The succession as a process (if we take into consideration traditions and innovation) implies relationships between educational programs. It also takes into account their relative priorities within the continuous education system, which is provided due to their "vector" within educational subsystems. It results in the development of a motive and value route of the student in the mastering and acquisition of a social cultural experience as a way to adapt to the ever changing social and economic conditions of the postindustrial era. The social space as a way to develop educational tradition provides many forms of interaction between new types of educational programs and common ones as implemented in institutional and non-institutional educational structures in any educational fields (general, professional, additional, academic).

Modern educational practice gives a special theoretical and methodological meaning to the idea of the development of the social space of the continuous education system in its broad theoretical generalization. The context of general scientific theories and ideas of educational process under the conditions of continuous education are developing. Therefore, we need to predict the future development of the educational and social space which is aimed at the innovation

process within the system of the Russian education, and takes into account globalization processes.

Social agents differ between each other in their assets owned, incomes, and prestige of education. Therefore, under the conditions of stratification of the social structure of the postindustrial society as a stable link between the conditions, the expansion of ways of obtaining an education at any age gains a great importance. Complication of the social organization requires the identification of social layers aimed at different educational levels. So called educational routes of a person are aimed at higher variability, allowing mobile movements within the social space of the continuous education system. The stage of transformation to the postindustrial society reproduces and builds inequality by different criteria (incomes, social status etc.) including, to a greater degree, by education. The hierarchical educational level is especially important for modern society as it allows the reproduction of social links in their new quality, and the channeling of personal aspiration to acquire the statuses important for postindustrial society.

The issues just considered are relevant from the perspective of educational forecasting (a field of research studying the development of forecasting in education and pedagogy). Educational forecasting is also defined as the process of acquiring leading information about an educational object based on scientifically based provisions and methods. The educational object means a class, student, piece of knowledge, skill or relationship. The purposes of educational forecasting include the development of a strategy for the development of an educational institution according to changes in the labor market. They also include pre-emptive identification of society's needs for specialists in certain fields, and the creation and implementation of an educational system for them. The final result of such education will be competent professionals demanded by society. It will also allow the implementation of opportunities and resources for further development and improvement of personality. Therefore, educational forecasting is aimed at scientific substantiation of the process of development of objects and phenomena of the educational realty. The performance of forecasting is determined by the obtained results, i.e. a forecast as a "scientifically substantiate opinion of possible states of the object in the future, as well as alternative ways and conditions for their realization. From these perspectives, the essence of the social space of the continuous education system can be more deeply understood.

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RESEARCH OF THE RESOURCES, POTENTIAL AND VECTORS OF DEVELOPMENT OF REGIONAL SYSTEMS OF PROFESSIONAL EDUCATION

. V. Zabelina
I.   . Kaplunov

The article reveals trends, challenges and prospects of the research of possible options, models and mechanisms of development of regional systems of professional education held at Tver State University.

Key words: regional system of professional education; main problems; development potential; development trends.

The current stage of social and economic development of the country requires a change in traditional approaches to human potential development. In this regard, the relevance of theoretical justification of the processes of transformation of the Russian educational system is increasing, as well as the relevance of identification of new facts, relationships, and laws that must be taken into account when revising the mission of education and methods of educational systems, including regional ones [1, p. 2]. Contradictory scientific ideas about education as a system, incomplete information about the interests of its participants, possibilities of their adjustment, and harmonization are serious obstacles to the effective management of the educational sector, including on the regional level.

The area of Russian professional training has specific problems nowadays. The consequence of these problems are inevitable, including large-scale national economic losses, expressed in: (a) loss in quality of labor potential and strategic deformation of its occupational skill structure; (b) a decrease in the investment attractiveness of the Russian regions, industries and enterprises; (c) underutilization of capabilities of the educational sector as a resource of the innovative development of the country and its regions. Since the quality of human life depends largely on one's professional self-realization and self-actualization, the content and boundaries of today's professional education should be reviewed. Transformation of the Russian educational system, in our opinion, should take into account the priority areas of professional training [3].

Today, the main trend in the development of Russian professional education, supported at the state level, is association of educational institutions into multi-level training centers, including the formation of globally competitive mega universities. Reallocation of limited state resources in favor of the leading universities weakens the resource base of regional education, contributing to inequality of the Russian institutions of higher professional education, depriving the majority of regional universities of clear guidelines and resources for development, and results in differentiation of the population in terms of availability of high-quality professional training. While preparing regional programs of professional education development, most Russian regions that have federal universities or their affiliates on their territory, limited them (by virtue of their powers) only by the subordinated

area of vocational secondary education. At the same time, the solution of the problem of human resource potential of Russia's regions, taking into account the strategies and programs of their social and economic development, requires new and innovative solutions to develop options for current models of regional systems of professional education, making it possible to use the potential of higher educational institutions as the core of such systems.

In today's Russian educational system there are processes and phenomena that need to be studied in connection with their diverse effects on the economy and society: (a) concentration of public resources for developing exclusively the leading universities in the absence of obligations of the latter to work for the purpose of development of Russian regions, and to ensure their presence in them in one form or another; (b) traditional formation of regional professional education development programs, based on understanding of the regional system as a set of educational institutions and organizations subordinate to regional authorities; (c) isolation and different vectors of development of the secondary school and vocational training institutions, the lack of a system of continuous guidance and professional consultation, harmonization of curricula, the lack of a system of post-secondary "additional learning" for the purpose of reorientation of former schoolchildren to ensure their further study of subjects in priority areas and acquiring professions demanded in the labor market; (d) lack of understanding of the models and prospects of development in regional higher educational institutions at the level of the Ministry of Education of the Russian Federation, in the state program of education development; (e) "falling out" of the system of additional professional training of the sphere of governmental regulation in the conditions of structural unemployment, the significant amount of the so-called hidden unemployment (especially, in the industrial sector of the economy); (f) lack of development of a distance learning system, and e-learning system, which does not make it possible to include the population with special needs (women with children, the disabled and others), into the system of professional education; (g) staffing problems (outflow of highly qualified personnel from regions to the educational institutions of the capital due to their high hiring ability, ageing of teachers, and decrease of their innovation potential), etc.

The task of comprehensive study of these processes and phenomena was set for the Laboratory of Social and Economic Monitoring and Forecasting, established in 2010 at Tver State University to provide advanced development of the applied research of the regional labor market, monitoring trends of the innovative development of the region's economy, and demand in the market of educational services, first of all, in the sector of continuous professional education. In 2011, in collaboration with the Department of Employment and the Department of Economics of the Tver Region, work was begun on the organization of monitoring of regional labor market trends and tendencies of innovative development, the results of which, in particular, are used in the preparation of targeted educational programs and development of plans of activity of the Institute of Continuing Education. In 2012–2014, within the framework of the Program of Strategic Development of Tver State University, the Laboratory staff implemented the project "The solution of complex problems in "Planning and forecasting of the labor market and the system of professional education".

The new project, which a logical continuation of previous studies, is aimed at solving a set of issues of considerable theoretical and practical interest: (1) defining today's structure, resources, capacities, main issues and trends of development of the regional system of professional education as a subject of regional development and an object of management; (2) proof of the existence of conditions and prerequisites for the formation of new models of regional systems of professional education as a fundamental resource for regional development; (3) justification of the mission and concept of operation of a regional higher educational establishment in national and regional systems of professional education; (4) justification of models and definitions of vectors of development of regional professional education under conditions of the transformation of the Russian educational system.

The enormity of the new problem can be explained by multiple subjects and multiple levels of the system of professional education, many aspects of its influence upon the development of the economy and society, and the possibility of obtaining a long-term multiplier effect of the expected results of the study. To obtain reliable results that can be replicated into the regional practice, it is necessary to collect and process a large volume of statistical and sociological information with a wide professional and public examination. The scientific originality of the set task is based on the new conceptual approach suggested by the authors of this article, for the creation and development of a regional professional education as a system with a new polysubjective composition and common goal-setting. This approach allows for moving away from the traditional understanding of the regional system of professional education as a set of educational institutions and organizations subordinate to the regional authorities, which is currently an obstacle on the way to searching for new internal and external development resources.

As a result of the study, possible options and mechanisms of development of regional professional education systems will be offered in the conditions of limited federal and regional resources, low demand for innovations, difficulties with human resources, and multi-vector interests of subjects involved in the process. Not only will variable forecast organizational and economic models of such systems be justified, but also assessment will be done of risks that arose while selecting different models, and ways of their reduction using different forms of social control, and mechanisms of public and private partnership will be determined; suggestions will be given as to how to correct the existing Russian law and regulatory base in the field of professional training.

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METHODOLOGICAL PREREQUISITES
OF CONTINUOUS EDUCATION

A.P. Lazutkin

The article explains the need for a transition to a new lifelong education system based on dialectical methodology. It shows an example of game-based Internet technology that may be related to the perspective of dialectical reconstruction of modern education in Russia and in the world.

Key words: online debates, dialectics, collective intelligence, Internet-education.

It took centuries to establish the present-day mainstream principles of education. They date back to the epoch of manufactory capitalism. They were invented by Czech enlightener John Amos Comenius in the context of the manufactory capitalist division of labor. Comenius' class-and-lesson system, an innovation for medieval Europe, was focused on mass training of people for the role of performers of a single function – a role that does not require ability to solve problems of any complexity but requires good motor memory for performing algorithmized actions. Training such performers promoted rapid growth of labor productivity and snap acceleration of industrial development rates. Comenius' educational system turned out to be a very timely response to the challenges of the early industrial epoch. It became a sort of a conveyor that produced hired laborers for the needs of routine, specialized production.

The basic principles of functioning of the "conveyor" created back in the 17th century remain unaltered to this day. J. Gatto tells an interesting story about the application of those principles in school education practice of the most progressive and the most prosperous country in the world in his famous book, *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling.* Gatto confesses that he has to give seven compulsory lessons to his students every day. The first lesson is *haphazardness* (the last thing a teacher is needed for is "to help understand the interconnection of everything, to make the information picture whole". "The first lesson I give to children," Gatto writes, "is just the lesson of haphazardness. Everything I teach them is given out of any context. Nothing is connected to anything" [1, p. 7]. Another lesson is "shiftlessness" ("When a school bell rings, I demand that children stop everything they did before and run quickly to the next lesson. They must switch on and off, like an electric appliance. No matter how important is the process that takes place in class, a bell is above all else" [1, p. 8]).

Russian education gives approximately the same lessons as those described by Gatto. Just like three centuries ago, all Russian educational institutions, including the "higher" ones, continue teaching haphazardness, shiftlessness and other "puppet" skills, stubbornly forcing students to perform senseless exercises: (a) to write the teacher's words down to his/her dictation; (b) to write term papers to cut-and-dried topics repeated every year; (c) to look for the "right" answers in irresponsibly compiled tests, etc. Subsequently, the "best" students are recruited to the ranks of teachers and professors in order to continue diligently serving the Russian educational conveyor that operates according to 17th century principles.

A peculiar feature of education based on the 17th century principles is its methodological inadequacy inherited from G.W. Leibnitz and his disciple, Ch. von Wolf. As is known, three centuries ago Ch. von Wolf, who acted as the chief organizer of education and science in Europe and Petrine Russia, divided the whole body of knowledge accumulated by the 18th century into a number of isolated sciences: metaphysics, ontology, cosmology, logics, psychology, theology, ethics, politics, economics, teleology, physics, mechanics, technology and a number of others. The outlines of the sciences elicited by him did not have distinct boundaries, and their content was related precariously and dogmatically. Such a methodological approach resulted from the impact of G.W. Leibnitz' philosophy on Ch. von Wolf's world outlook. According to Leibnitz, the world consisted of monads, invisible metaphysical particles bearing some information and unable to influence each other in any way. The scientific and educational ideals of J. Comenius, Ch. von Wolf and other enlighteners of the 17th and 18th centuries are manifestly anachronistic nowadays. Neither their form nor their content match the level of development of contemporary society. However, it is those obsolete ideals that occupy the dominant positions in the education system of the whole world. Russia is not an exception in this respect. Each teacher and each subject resemble "monads" that develop autonomously, in isolation from each other. Often the curricula of Russian higher educational institutions are not connected in any way with the needs of knowledge-intensive industries, individual subjects are not interconnected in any way within a curriculum, and textbooks and teaching aids are not interconnected in any way within a subject. It manifests itself especially distinctly in the sphere of production of socio-humanitarian and management knowledge. The results of scientific research performed in this sphere are virtually never brought to the tribunal of public opinion, and critique of such results on the part of the authors' colleagues is considered to be bad manners rather than usual practice.

It is impossible to improve the quality of the educational system to a standard worthy of the 21st century without creating appropriate methodological prerequisites. Such prerequisites were created in theory back in the mid-19th century when, thanks to the German classic philosophy and Marxism, humanity was introduced to the dialectical methodology of cognitive process organization. In the first third of the 20th century, the principal theoretic points of Marxian and Hegelian dialectics were put into service by education organizers in the USSR. The dialectic methodology of cognition uniting all the spheres of scientific knowledge into a single hierarchically organized system, party and democratic control of teachers' professional competence and adequacy for their jobs, focusing pedagogic process on "all-round development of personality" and other ideas, were declared as the basis for the Soviet education system that was and is unparalleled anywhere in the world. The scientific and educational doctrine of dialectic synthesis of scientific knowledge developed by Bolsheviks differed the Soviet educational system markedly from Western schools and Western universities. For a long time this difference offered great advantages to the Soviet educational system and ensured its high efficiency (a technological breakthrough, sputnik, the first man in space, a large number of scientists working successfully abroad at present, etc.). However, under the conditions of domination of state bureaucratic authority,

philosophic and methodological prerequisites did not suffice to complete the transition of the educational system to a quantitatively new level. During the Bolshevik period, a great number of institutional, organizational and technical prerequisites were lacking, and they took shape only by the beginning of the 21st century.

At present, the opportunities of radical improvement of the parameters of 21st century universities' educational activity are justly connected with the development of internet communication. It is the world wide web that any day now will become an educational space shaping the ability to think dialectically in students of any age and assessing their readiness to act in the flow of continuously changing technologies (primarily social and also industrial ones). The establishment of departments of dialectical logics in higher educational institutions and forcing students to pass examination in dialectical materialism have become history forever. The immediate future of education is enclosed in internet technologies that reduce the laws of dialectics to simple rules of game interaction.

To lift the curtain over that future just a bit, let us imagine an educational business game "Parliamentary Debate" that takes place simultaneously within the walls of every specific higher educational institution and in the world wide web. Three teams would take part in this imaginary game, two teams of speakers and one game of referees, with each team having 5 persons. According to the game rules, its principal participants would not be speakers but ordinary internet users who would stand either for preservation of the established norms of social development or for changing them. Speakers' arguments would be formed from ordinary users' messages, thus removing the problem of alienation of speakers' interests from the public interests. Referees would decide which of the two teams was more convincing in defining the truth of its stance. After the referees would complete the analysis of both teams' arguments, each referee would deliver a verdict determining the winning team and substantiating his or her decision. To insure the maximum objectivity of referees, each of the five verdicts must contain appraisements and comments influencing referees' ratings. After every game, the winning team would take into account the most compelling arguments of its opponents (perform a dialectic "removal" of obsolete knowledge), adopt a joint resolution and place it into the Bank of Model Solutions. In due course, the most progressive opinions, assertions and conclusions of online debaters would be systemized and brought into a single reasonable and permanently renewable hierarchy.

Since the psychological space of a game is the most conducive one for joint creative activity, very soon the game practices similar to the one described above will merge into a system of "Collective Intellect" (N.N. Moiseyev) providing free access to new knowledge and an opportunity to contribute to the general idea of the world for everyone. Internet communities would become real cohesive teams of like-minded persons, focused on continuous dialectical search for the truth and defending it in open, public online debates.

By virtue of its historic experience, Russia may well initiate a change of the methodological foundations of the present education system and its coming out from a global crisis – not as a state, of course, but as a center of ethnocultural forces able to put authority under public control. Should that happen, Russia may

come to the forefront of development and lead all of mankind to solving the global problems of our time, to overcoming global crises, to a genuinely collectivist, moral and reasonably guided global unity.

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CONTINUOUS EDUCATION SYSTEM DEVELOPMENT PRINCIPLES DETERMINING THE SOCIAL PHENOMENON OF ITS SUSTAINABLE DEVELOPMENT AT THE BASIC EDUCATIONAL LEVEL

A. P. Sukhodimtseva

This article is about the importance of the implementation of principles of the continuous education system's development, defining the social phenomenon of sustainable development at the level of general education.

Key words: sustainable development principles, continuous professional education, levels of general education.

Before disclosing the essence of principles, we should present the definition of term "sustainable development", which we use as a basis at the level of general education. Sustainable development of the continuous education system at the general education level is understood as a process of implementation of interrelated vocational educational programs, ensuring the continuous improvement of professional competence throughout one's life by educational organizations, as well as permanent improvement (and expansion) of preschool education, elementary general education, basic general education and secondary general education teachers with the purpose of creating conditions for the development of educatees' creativity and their achievement of the educational results required by Federal State Educational Standards.

The Russian state program "Development of Education for 2013-2020" that is connected with continuous education is also devoted to the ideas of sustainable development. One of the tasks set in the program is to create "a flexible, socially accountable system of continuous vocational education that develops human potential, and meets the current and prospective needs of social and economic development of the Russian Federation" [1]. The system is understood, firstly, as a system of educational processes/educational programs aimed at ensuring the formation and further development of human personality in compliance with its needs and socio-economic requirements [3, p.345], and secondly, as organizational structures/organizations existing at various levels of education. Therefore, the programs of educational organizations and their interaction must be so arranged as to enable a person to realize his or her right to education throughout his or her life (continuous education). An important factor from the point of view of the Federal State Educational Standards (new generation) influencing the quality of education, distribution of up-to-date technologies and methods of teaching, is the status of human resources at all levels (preschool education, elementary general education, basic general education, secondary general education). Therefore, to enable the general education teaching staff to ensure the educational result required by the Federal State Educational Standards, it is necessary to ensure a continuous process of professional development of preschool education, elementary general education, basic general education, and secondary general education teachers.

Network, integrative, cluster, process design, activity-oriented, person-oriented and competency-oriented approaches were used as starting positions for developing the principles of the continuous education system,. Let us name the principles and disclose their essence.

The principle of integrative growth and network interaction presumes the building of vertical and horizontal integration of organizational structures (organizations) of the continuous vocational education system at the general education level, and the system of educational processes (educational programs) directed at ensuring continuity of the process of preschool education, elementary general education, basic general education, and secondary general education teachers' professional development in accordance with the needs and socio-economic requirements. The principle of integrative growth presumes the following: (a) integration of ideas; (b) the presence of a single goal, meeting common interests, and conducive to the realization of the needs of everyone involved in the activity; (c) the same space and time framework of the participants, enabling them to exchange actions and information; (d) simultaneity of efforts, coordination stimulating the participants' sense of responsibility to other groups and their goals; (e) distribution of the process of activity among the participants driven by the nature of the goal, the means and conditions for its achievement, and the participants' competency level. Integration permits the minimizing of expenses, and usage of both internal and independently engaged external resources with maximum efficiency.

The effect of integration can be enhanced by implementation of the principle of *cluster interaction.* It is possible to obtain a new quality of results on account of the subjects' development in the process of working over the problem on the basis of a stable partnership, enhancing the specific advantages of the individual participants or the cluster as a whole.

The implementation of the principle of *project content and project organization of activity* within the general education system permits one to organize preemptive educational processes in the system of continuous education, to create conditions for teachers' mastering the methods of transforming reality, solving problematic situation, and developing and applying efficient methods and techniques of continuous education.

On one hand, the proposed principles orient one towards the possibility of creating a strategy of sustainable development of the continuous education system, and on the other hand, they take into account the needs of a personality-oriented approach in continuous education that presupposes (according to T.Yu. Lomakina) [2, p.112]: (a) creation of conditions for the development of all the subjects of the educational process; (b) development of valid stimuli (incentives of social and professional development of the subjects of the educational process, and their professionally important qualities in an emotionally comfortable and socially protected situation; (c) introduction of up-to-date pedagogical and psychological methods of personal development into the education process with regard for variability of education set to enhance the potential of professional self-determination and development; (d) organization of educational space, presupposing diversification of educational programs and educational institutions.

The principles developed by us were put into practice within the framework of the network project "Festival of Pedagogical Creativity "A Gifted Teacher for a Gifted Child"" [4]. As to a teacher's personality, the project makes it possible to learn permanently, without relatively long breaks within graduate or postgraduate training, or to engage in self-education aimed, inter alia, at the development of project competency. As for the educational process, continuity is assured through a teacher's involvement in the educational process itself, and assurance of continuity of educational activity upon transition from one of its type to another.

The cooperation between the UNESCO/UNEVOC National Center in the Russian Federation, the Institute of Education Strategy and Theory of the Russian Academy of Education, the Moscow City Pedagogical University, was integrated within the framework of the project. The problem of developing children's talents is a thematic field that unites the essence of their activity within the framework of continuous education. The project itself acts as a certain local system of realization of the principles of development of the continuous education system.

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FORMATION OF RESEARCH UNIVERSITIES AND THEIR ROLE IN THE INNOVATIVE DEVELOPMENT OF THE REPUBLIC OF KAZAKHSTAN

A. M. Mamyrkhanova
G. B. Esembaeva

In the modern conditions, research universities ensure the processes of development and dissemination of knowledge, new technologies, and innovations, while at the same time they create conditions for integration of research and education processes in higher education.

Key words: Research University, the National Research University, innovations, science, research.

In the modern conditions, universities, ensuring creation and dissemination of knowledge and new technologies, become the key factor of innovative development of the education system, which, in its turn, is a prerequisite for formation of innovative economics and improving the competitiveness of goods and services. Problems of management of scientific and innovative processes at HEIs become particularly relevant: development of innovative activities of universities becomes a priority; commercialization of the results of scientific activities; refocusing on the creative and innovative character of work on training specialists. At present, the world educational sphere is predominated by major universities, which are university complexes, including not only educational but also research subdivisions, as well as structures ensuring innovative activities of universities and their close cooperation with industry. Such structures are the tools for realization of the so called "third mission" of a university - satisfaction of certain social needs in addition to education and research. Such universities are called research universities.

Research universities take the first places in ratings of world universities ("Times" in Times Higher Education Supplement (THES) and Academic Ranking of World Universities of Shanghai Jiao Tong University). Starting from the middle of the 20th century, the concepts of "elite university" and "research university" were united. To date, these two university philosophies almost linked together. Three complementary factors form the basis for prominent results of elite/research universities or world-class universities: (1) a high concentration of talents (teachers and students); (2) abundance of resources for creating favorable conditions for education and scientific investigations; (3) the structure of HEI management, which promotes the development of a strategic vision, innovations and flexibility, allowing the HEI to take decisions and manage resources without administrative barriers [1]. Most universities, recognized as world-class universities at present, are concentrated in several countries. These HEIs make a substantial contribution to dissemination of knowledge through scientific research, and teaching based on new education plans and pedagogical methods under conditions which are favorable for these processes. At that, scientific research becomes an integral part of the learning process, and alumni achieve success both during the study and after graduation from a HEI. They train highly qualified specialists, who are

competitive on the market, and conduct the most relevant scientific research, the results of which are published in prestigious scientific publications, and HEIs with scientific and technical orientation make a significant contribution to the development of cutting-edge technologies and innovations though patents and licensing of their developments.

The following characteristics can be singled out as the main ones, which are typical for a modern research university: ( ) higher-education teaching personnel participates at educational programs of the research university and scientific research (on average, 25-75% of working time is dedicated to teaching). It should be mentioned that the key distinction of formation of higher-education teaching personnel of the best American universities is turnover of staff, covering areas of education, science and business. There are no artificial barriers among them, moreover the payment scheme at the HEI, as well as at the company, promotes such rotation; (b) education at a research university became diversified and includes preparation of elite specialists (awarding PhD degrees), as well as getting basic higher education by students who plan to be professionally engaged in scientific and educational activities; (c) a research university continuously maintains a high level of investigations being conducted, including investments of financial resources into development of its scientific research base (library resources, informational support, laboratory equipment and other);

In the world practice, as a rule, innovative projects with high economic return are usually realized by university laboratories and centers. In particular, there are twenty well-known universities in the field of research in Great Britain, the so-called " Russell Group". This is an elite collaborative group consisting of the twenty best universities of Great Britain. In the field of science and engineering the universities of the Russell Group provide a strong base both for research and teaching. Universities also act as enterprises, having total annual production amounting to £22,3 billion and providing 243,000 working places. In 2015-2016, 20 universities of the Russell Group plan to spend 235 million pounds sterling on grants, and payment for education of students who can't pay for their study [3].

In the USA, the Ivy League, an association of eight private higher educational establishments located in the north-east of the country, is the most well-known. This term implies the exclusivity in terms of education and research, rigorous selection in enrollment, and belonging to social elite. Universities of the Ivy League always enter the top 15 colleges and universities of the USA according to the rating of News and World Report. The 100 leading research universities of the USA get 95% of federal budget funds for research and educational purposes. Preparation of specialists of the highest calibre is also concentrated in research universities: 60% of all doctoral candidates of the USA are educated in 50 research universities. These universities have a larger number of students studying in the master's program, and better teachers-to-students ratio (~ 1 : 6), whereas in contrast this ratio in usual HEIs is (~1 : 12) [4]. Research universities have the strongest ties with industry. Thus, the largest American research university – Massachusetts Institute of Technology – has ties with approximately 300 corporations (more than half of them are the biggest corporations of the USA).

Research universities actively participate, mainly on a commercial basis, in additional postgraduate education, and offer multilevel programs of further training

and additional training. As opposed to narrowly focused commercial educational institutions, universities have the opportunity to implement various programs, based on an interdisciplinary approach. These universities are characterized by multiple financing sources: federal and local budgets, grants, charitable and trustee funds, business, earnings from educational, research, production and consulting activities. Thus, in the USA 13.3% of all financial resources come from the federal government, 30.3% from the state government, 2.7% from local authorities, 4.9% from the private sector, and 33.1% from students. Another 15% of funds of the higher school budget are provided by HEIs using their funds and incomes.

In the Republic of Kazakhstan, the State Program of Education Development for 2011-2020 set tasks for real integration of higher education within the science and innovative processes [5]. For this purpose, the new law of the Republic of Kazakhstan "On science" introduced the new concepts "research university" and "national research university", and formed a new model of science management providing for its active integration into the system of innovative development [6]. This is the Law which introduced new forms and principles of research funding - basic, grant and program-oriented ones. The research university independently develops and realizes standards of educational programs of higher and postgraduate education. The university can set additional requirements to the profile, while accepting students according to the programs of higher and postgraduate education. Creation of research universities in Kazakhstan promotes the release of the country from export and commodity dependence, and ensures high dynamics of growth in processing, intellectually oriented and science-intensive industries.

The first example of s research institute in Kazakhstan is Nazarbayev University, which was assigned this status in 2012. This is international-level HEI, founded at the initiative of the President for the purpose of integration of education, science and production, creation of an effective academic environment, and conditions for integration of national scientific structures into international scientific space. Leading universities and scientific centers of the world are involved in the work of the University. 10 innovation-oriented HEIs operate based on the experience of Nazarbayev University . These HEIs are provided with targeted support of the state for development of science and innovations, commercialization of research, and attracting talented youth. Kazakh National Technical University after K. I. Satpayev was created in December 2014, the activities of which are to provide educational services in the field of higher, postgraduate and additional education, conduct fundamental and applied researches for the generation and transfer of new knowledge, create modern scientific infrastructure and introduce new scientific developments [7].

Research universities will promote resolving problems of industrial and innovative development of the country in terms of activation of higher education and scientific and research environment development for support of national clusters, as well as formation of modern infrastructure in terms of incubation and development of innovative entrepreneurs and venture capitalists, including institutes for support of national clusters, engineering centers and systems of technology transfer. The main directions of innovative activities of a research institute must be: ( ) using innovative educational programs, forms and teaching

methods allowing to prepare highly qualified specialists, who are direct mediators of scientific innovations into real production; (b) development of scientific and research activities of HEIs, including commercialization of the results of scientific developments and technologies; (c) strengthening of scientific infrastructure - laboratory facilities, as well as performance of scientific research and development works by laboratories of HEIs by order of large and medium-sized industrial enterprises; (d) creation and functioning of small innovative companies based at universities, with scientific developments of HEI used as the basis for such companies.

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MODELS OF EDUCATIONAL INSTITUTIONS' NETWORKING

O. N. Shilova

The importance of educational institutions' networking in modern sociocultural conditions and a definition of networking in education are presented in the article. The results of research levels, methods and models of educational institutions' networking are presented and substantially disclosed.

Key words: networking, networking model, new educational result.

The world we live is constantly changing. It is multipolar and heterogeneous. Philosophers consider the main characteristic of the modern age to be transitivity. And this is transitivity which places human science, to which pedagogy belongs, in a challenging situation. "Modern cultural forms of self-determination of a person are such forms as the worldwide network and autonomous personality," – says S.A. Smirnov. And he continues, reflecting on these forms as extreme examples of human existence: "...on the one hand, there is a new environment as modern human habitat – worldwide networks. And on the other hand, it's possible... to have such reality as the trajectory of atomic personalities along this worldwide network. ...On the one hand, atomic personality is always possible as determined by itself, while the other hand, the network serves as the actual analogue of the open world" [1]. V. M. Rozin, analyzing education under conditions of modernization and uncertainty, outlines four main educational systems: European traditional, American pragmatic, the religious and esoteric, and networking one, which is being formed at present. The networking system "...is oriented on the ideas of corporativity, constructivity, reflexivity, projectivity and some others" [2, p. 24–25].

The educational system must play an important role in the transition of a country to an innovative way of development. Social transformations, which have been happening in Russian society for the last decades, and multiple contradictions within the system, have revealed significant defects in the formed management system. For example, the awkwardness of the system, its extremely slow response, interruption of communication between links in the chain, and underdevelopment of democratic management procedures. Moreover, there is evident imbalance between external, directive and internal, self-organizing elements of social life, which has led to imbalance between the administration institute and public self-governance.

One of the possible responses to the stated challenges may be networking of educational, scientific and other organizations, the purpose of which is to ensure the quality of education, complying with current and future changes. The formation before our eyes and the demand for the network education system for the life itself is confirmed by the increasing number of networks in the real educational practice. Thus, for example, "network pedagogy", networks of schools, networks of teachers, networks of pedagogical HEIs, and networks of institutions of continuing professional pedagogical education have announced themselves (these and previous ones in the form of associations). Moreover, the forms of networking are institutionalized: article 15 p. 1 of the Law "On education in the Russian

Federation" states: "The networking form of implementation of educational programs ensures the opportunity for students to study according to the educational program using resources of several organizations, carrying out educational activities, including foreign ones, and in case of necessity, using resources of other organizations" [3]. Networking in education shall mean the mechanism of establishing dynamic innovative and value relations between educational and other organizations, the stakeholders of education, for the purpose of ensuring the quality of education complying with adequate challenges of the time, and requirements of the society and state. The functioning of this mechanism is mediated by usage of informational and communicative technologies.

The establishment of networking in educational practice may be considered to be a consistently organized (linear) process, on the one hand, which suggests several levels of deployment, and as a non-linear process, on the other hand, which suggests the appearance of new actors of the network at various levels of interaction development. Four levels of development of educational institutions' networking were proposed: (1) informational (suggests agreement of intentions, analysis of resources available for the parties, peculiarities of the regulatory system, selection and creation of environment of steady and open informational flows); (2) resource-related (presupposes working-out a plan of joint network events, allocation of functions and delegation of powers; selection, discussion and development of competitive resources, their joint evaluation of their compliance with quality standards); (3) communicative (presupposes the launch of network practices; active communicative connections within network practices and between them; development of horizontal management); (4) project (presupposes availability of different network practices (educational, communicative, expert, evaluative, creative), achieving certain result, promoting self-development, acceptance and realization of meaning of changes in professional activities). Consistent realization of the proposed development levels of networking represents stages for development of the mechanism of this interaction.

The logic of becoming familiar with and deployment of levels of networking proposes usage of four groups of methods for organization of networking of educational organizations: ( ) informational-activistic – methods of work with different educational and scientific information; (b) communicative-activistic – methods of discussing educational and scientific information, establishing linkages between its blocks and organization of communication; (c) reflexive-activistic – methods of understanding educational and scientific information its conversion into personal values, knowledge, experience; (d) project-activistic – methods to master and change educational practice to increase the quality of the obtained educational results.

Understanding the principles and usage of methods, and determining deployment and functioning of networking, makes the importance of development of models of educational institutions' networking actual, while the usage of such models may be determined by different purposes and initial conditions of organizations involved in interaction.

There are investigations, the results of which are building various models of networking, which include nuclear, nodical, cell, graded ones, and others. [4]. However, considering the conditions and levels of networking of educational

organizations, the models of their networking have their own peculiarities and specificity. Among them are: association, nodical, combinatorial and complimentary models. Projection and realization of these models are preconditioned by various purposes and initial conditions of educational institutions involved in interaction, and is based on differentiation of networking levels, which are directly connected with the proposed models (see scheme below):

Informational level	→	Association model
Resource level	→	Nodical model
Communicative level	→	Combinatorial model
Project level	→	Complimentary model

The association model is realized at the informational level of networking, and is used for development of horizontal linkages between educational institutions, aimed at implementation of arrangements on cooperation, ensuring conditions for creation and maintenance of steady open informational flows, constructive cooperation and partnership. The nodical model in conjunction with the content of the networking level related to resources, presupposes selection, discussion, and development of competitive resources, joint evaluation of their compliance with quality standards, and allocation of functions and delegation of powers to educational institutions for development and provision of resources of various types for joint use. The combinatorial model based on joint use of resources presupposes the launch of network practices between educational institutions, active communicative connections within network practices and between them, and development of horizontal management. The complimentary model may be effective at the project level of the educational institutions' networking. Namely within this model in the process of realization of projects the necessity of joint usage of resources and practices, not only educational, but also of other institutions (science, culture, health care etc.) is demonstrated.

Educational institutions' networking is: ( ) a system phenomenon, the sources of which are challenges relevant for development of modern society, on the one part, and peculiarities, conditions and opportunities for development of a person, and rethought by pedagogical science and practice in the context of a rapidly changing world; (b) a method of understanding the content of education and organization of educational interaction for achieving results of new quality. And namely: formation of a modern network thinking style and management of pedagogic activities; formation of new qualities and competences of teachers and students promoting realization of lifelong education throughout life, the development of educational institutions and communities; understanding and projecting informational educational environments for cooperation, and new pedagogical conditions positively influencing the results of educational and professional activities.

INTEGRATION OF EDUCATION
AND THE LABOR MARKET – NEW REQUIREMENTS
FOR THE CONTENT AND RESULTS
OF LIFELONG EDUCATION

. . Abylgazina
. . Tastanova

The article considers the interaction of the labor market and education through the mechanism of National Qualification System. The National Qualification System establishes the connection between the learning outcomes and activity demanded in the labor market, and the qualification of professional education and the academic degree received.

Key words: professional standard, the National Qualification System, educational standards, learning outcomes.

Head of State Nursultan Nazarbayev, in his Address to the people of Kazakhstan "Kazakhstan's way - 2050: The overarching goal, common interests, common future", noted one of the priorities, i.e. creating the necessary conditions for improving all parts of national education, from pre-school education to higher and postgraduate education [1]. The development of professional education in the State Program for Educational Development of the Republic of Kazakhstan for 2011–2020 is designated as one of the key areas [2]. For successful implementation of this goal, it is necessary to overcome the current barriers, such as inadequate level of preparation of specialists and inability of their qualifications to meet the modern requirements. Practice shows that the system of technical and vocational, higher and postgraduate education is not always able to provide students with the professional skills and qualifications in demand in the labor market, a high level of knowledge, entrepreneurial skills, and skills of flexibility and mobility in search of work, which makes the process of employment difficult. A lack of effective cooperation between education and the labor market is a system factor causing these problems, as well as weak involvement of employers in the development of standards and training programs in the process of training and support of educational organizations [3].

In this regard, Kazakhstan has created a new model of functioning of the system of technical and vocational, higher and postgraduate education based on the principles of social partnership. At present, based on the Loan Agreement between the Republic of Kazakhstan and the World Bank, the project "Modernization of vocational and technical education" is being implemented. Within the framework of this project, development of new professional standards has been initiated, which is carried out in cooperation with the sectoral state authorities (education, tourism, oil and gas and chemical industry, metallurgy, geology, mining, agriculture and engineering industries).

Social partnership in professional training is a special type of interaction of educational institutions with the subjects and institutions of the labor market, public and local authorities, and non-governmental organizations aimed at maximum harmonization and account of interests of all participants of this process. It is intended to solve the problems of training professionals to meet the needs of the

labor market, providing enterprises with qualified personnel, staff development and employment of young specialists graduating from educational establishments [4].

One of the main tools for facilitating the interaction of the labor market and education is the National Qualification System (hereinafter - NQS), which includes: National Qualifications System; Industry Qualifications Framework; Professional Standards; Evaluation of professional readiness [5]. NQS serves as a format of integration of the labor market and education based on the harmonization of academic and professional qualifications, and in the context of the Bologna reforms, serves as a normative and methodological base for the development of a new generation of educational programs.

In the professional standards (hereinafter - PS) qualification requirements are expressed in competencies demanded by practice. Learning outcomes are the main instrument for ensuring the transparency of the system of professional education, showing individual achievement, knowledge and practical skills acquired in the course of training. Focusing on final results is important for determination of qualification, creation of curricula and programs and organization of the educational process as a whole. Based on the results of training, it is possible to formulate the criteria making it possible to differentiate the qualification levels. Through the mechanism of PS, the market should determine its requirements for graduates, whereas the education system, through educational standards, should develop the content of educational programs, relevant to the competence-based model of a graduate.

On the basis of development of NQS and the requirements of the real sector of the economy, it is necessary to shape the education policy of the country and the system of certification of specialists. In this regard, development of social partnership of universities and professional associations of employers should be the main vector of modernization of the higher school. The culture of social dialogue of the higher school and the labor market implies high responsibility. Positive synergistic effect in the development and implementation of practice-oriented educational standards is only possible in the case of creative collaboration of the higher educational institutions with professional societies of employers. The partnership system of Kazakhstan is still very undeveloped. At the national level, this system is managed by the strong central government, as a result of which a relatively small number of organizations of technical and vocational education and higher professional education interact with the enterprises. Nevertheless, the fundamental reorientation of the education system to the National Qualifications Framework should result in significant participation of enterprises and business associations in the training of qualified personnel. For example, public-private partnership (hereinafter - PPP) in education is a system of long-term relations between the state and entities of the private sector to implement projects in the field of education through the pooling of resources and distribution of income or intangible benefits, costs and risks. In this case, each party receives a positive effect: the government is strengthening its economic and social potential through education of the population, businesses get a broad base of qualified workers, and citizens, with the support of the government and entrepreneurs, receive the opportunity to acquire good education, enhancing their chances of employment and career development. Let us note the obvious advantages of PPP: they help to

improve the efficiency of expenditure; allow the government to use special skills that civil servants may not have, allow the state to meet new demand, and facilitate the process of implementation of innovation in education. [6]

Another aspect of this collaboration is provision of their material and technical base for organization of the educational process. We mean creation of educational, scientific and industrial associations, or clusters. Without such close cooperation, it is impossible to prepare a modern competitive specialist. In the process of interaction of the production area and higher educational institutions, great help is rendered by the Association of Alumni and the School Boards, especially, in terms of approaching the content of the educational programs to the needs of the labor market, internships and employment. The very organization of the educational process should be built in favor of practical forms of training and independent work of students to develop necessary manufacturing competencies. It is preferable to present the theoretical material in the form of review or problem lectures, attracting leading practitioners or invited academic professors to organize on-site activities at an enterprise.

The involvement of social partners and production in education can be demonstrated by holding joint forums of industry and education that promote a key examination of the results of training, knowledge and skills for certification of training and the award of the academic degree for graduates. The range of interactions has expanded considerably in recent years, , and now includes new forms of attracting employers to the educational activities of universities: the introduction of new specializations and opening of new educational programs to meet the needs and the enterprises and organizations; attraction on a permanent basis of practitioners to develop new educational programs; evaluation of the quality of individual courses implemented by universities, in terms of the requirements of production and the labor market; revision and updating of field trip program content; involvement of international company representatives for giving lectures, organization of seminars and development of training programs curriculum; formation and evaluation of subject competence of students and graduates, etc.

The above mentioned forms of cooperation with employers allow students and graduates to perform theses and term projects based on real tasks of enterprises and organizations; to participate in the support of production processes of real production facilities; to participate in research and development and research work (in collaboration with specialists of companies) and implementation of the results of term papers; to develop soft skills such as the ability to work in a team, be a leader, to negotiate.

The successful development of mutual relations will allow universities and employers to significantly increase the number of training courses and programs valued by employers and practitioners; take into account the needs and requirements of companies and organizations with the introduction of new specializations and introduction of new educational programs; regularly involve employers and practitioners to develop new educational programs, development and discussion of the expected results of training, assessment of actual learning outcomes of students and graduates. Since on-the-job training, for which at least 40% of the total teaching load is allocated, is obligatorily introduced from the

second year of study, higher educational institutions will be able to independently change up to 30% of the educational program content. Taking into account the requirements of employers, new professional, basic competence of specialists is taken into account. The best models and technology of education are being implemented: dual training, e-learning, apprenticeships, modular training technique, distant learning, credit education technology. In the structure of the 4-year educational programs, the ratio of theory and practice (9th grade) is 52.2% to 47.8%, respectively. As for 11th grade, 40% is given for theoretical training, and 60% for practical lessons.

Thus, improving the quality of training is a common goal of the educational institution, the graduate, and the labor market. New approaches to attract employers will ensure not only the practical component of the educational process in the real production environment and modern material base, but also improve the quality of education in general. Thus, social partnership in training is becoming one of the most important and modern forms of educational management aimed at increasing the effectiveness of professional education, when "there is a coordination of interests of the parties on the basis of respect for the equality of the parties of interest, voluntary, consideration of interests of the partners, the priority of reconciliatory methods and procedures, compliance with educational standards, mandatory execution of agreements, etc."

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CONTINUOUS EDUCATION
AND SYSTEMATIC NATURE
OF KNOWLEDGE

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G. N. Malinovskaya

Some issues of the holistic world conception existence as a basis necessary for the success of lifelong education are discussed. It is shown that the current situation in education is not conducive to developing such a framework. Some examples are given, and some particular ways to alleviate this situation are offered.

Key words: education reform, early specialization, thinking skills, fragmentary meaning, holistic world conception.

At present, the education system in our country is subjected to radical and often accelerated reforms. This process touches upon all the stages of education, from elementary education to the training of highly qualified personnel. It appears that the frequency of modifications of regulatory documents, in particular educational standards, has become a threat. The participants in the educational process just do not have enough time to reflect on the positive sides and shortcomings of specific innovations, to adapt to them, and to propose well-grounded corrections of both specific and general matters. Such a process has, in particular, directly involved the whole system of assessment of research and academic and teaching personnel. The process of reforming the education system is accompanied by what can fairly be called a tsunami of new documents that are often uncoordinated and sometimes even contradictory to each other.

Such a situation has in particular, resulted in the extremely high formalization and bureaucratization of a number of processes. A characteristic example is the present procedure of the conferment of science degrees. It should be noted that the repeatedly acknowledged and welcomed sharp decrease in the number of theses defended does not necessary imply an improvement in their quality. Rather, it must be presumed that the increased complication of bureaucratic procedures, excessively frequent amending, supplementing and elaboration of the fundamental documents in the sphere of activity are able to, in a manner of speaking, discourage those for whom a science degree is not an aim in itself from defending a thesis. On the contrary, those who need such a degree primarily for career building purposes are not scared of the bureaucratic complexity of the procedure. If we view the above example from a somewhat different angle, we shall see that the results of the innovation are at least disputable. According to the Higher Attestation Commission data, the number of defenses of theses has fallen nearly by half, but the assessment of quality of the works has been overlooked. When one reads the synopses of theses received for review, it seems that no radical changes occurred in this sphere. One should not forget that the number of theses defended by higher educational institution staff remains a serious criterion for monitoring their activities. It is entirely possible to sacrifice quality in order to meet it.

It is understandable that the situation in the sphere of defense of theses is just one of the many examples that can be cited. The fact that the formalization of the majority of educational procedures has become the principal element of educational system reforms as a whole is what arouses concerns. The criteria of assessing the students' level of knowledge has become increasingly formal, and the education process boils down to the ability to solve standard problems from a standard list, and giving right answers to the question from another standard list. We have become quite accustomed to such an approach in secondary education, and it permeates the sphere of higher education to an ever increasing extent. It is enough to bring to mind the procedure of internet testing as an example. In this case, two kinds of adverse effects seem possible (and actually exist): Firstly, young people get the impression and even begin to feel confident that there is only one correct answer to every question. Potential alternatives, constraints of the "correctness" of an answer, and the factors and circumstances that determined it, are not even discussed in the majority of cases. It appears to be one of the causes of a habit that has become very widespread of late: searching for ready "correct" answers on the internet, especially in Wikipedia. This is also the cause of incessant attempts to download essays, or at best their fragments, from the same network. It is usually followed by a quite uncritical joining of those fragments together, without attempting to remove repetitions or at least to eliminate contradictions in the text that has been knocked together in such a manner. We have to state once again that the introduction of Uniform State Examinations has a prominent and definitely negative effect on the buildup of such tendencies. We also have to state, that unfortunately, such a tendency hampers development of independent thinking and especially critical thinking in students. It would be erroneous to think that the absence of such skills in school graduates may be compensated in the process of their further education, e.g., at higher educational institutions. We can use the training of professional athletes as an illustrative example. It would hardly occur to sports managers that one can start such training at any age and obtain good results. It must be admitted that the development of intellectual skills must be started as early as possible if we want to have a society of independently thinking people.

The second aspect of the present situation is in the development of what might be called mosaic knowledge. Often, the knowledge obtained in the process of education does not form an integrated system, remaining in fact a set of certain isolated facts, the "correct answers" described above, and a fixed set of criteria of assessment of some phenomenon, article or product. It appears that the cause of this phenomenon is the fact that the present generation of students cannot form a holistic world view. To some extent, this problem is also caused by an excessively early specialization of education. The existing system of higher educational enrolment forces secondary school students and their parents to make an early choice of the future sphere of professional activities. Further educational processes are completely subjected to the goal of successfully passing the subject matter in the unified state examinations, to the detriment of all other school subjects. Of course, this description of the situation is somewhat exaggerated, but there is no need to consider the well-known contributing factors here. What matters is that prerequisites for the unbalanced development of a student's personality are

created, and it is rather hard to change the situation for the better in later years. At the very least, the person is question must strongly with for this him or herself. Unfortunately, this does not happen very often. The experience of conducting not only termly examinations, but higher educational institution graduation examination, graduate and postgraduate course enrolment examinations and examinations qualifying for the defense of a candidate's thesis, demonstrate that a mosaic structure of knowledge becomes widespread, not only in respect of general educational background or the absence of erudition, but in the professional sense as well. Young people are competent enough in their own professional sphere, but they are often unable to apply their knowledge even in the matters touching upon related areas, to say nothing about interdisciplinary interaction. Several years ago our University created a framework for training interdisciplinary interaction skills in the sphere of hydrocarbon field development, and prepared appropriate methodological support, but this sphere of educational activity by and large remains the domain of what can be called the elite part of the student community. This is a great stride forward, of course, but we have to state that even here the students mentioned above largely learn to speak the same language, and in this case the language of simulation of hydrodynamic processes in the producing formation. The understanding of systemic connections between various components of the process of hydrocarbon fields development, the support processes, such as the processes occurring in the automation and protection systems or power supply systems.

The current state of affairs is fraught with danger for continuous education process as well. When we consider the component

If we turn our attention to the component of the continuous education system that presumes personal enrichment and mastering new areas of knowledge rather than deepening one's knowledge in a specific professional area, the lack of reliable and sufficiently diversified initial knowledge is a significant barrier as well. Without a solid footing, and without a common holistic world view, the knowledge obtained for mastering new professional areas hangs in the air, and it also remains fragmented. There are good reasons to doubt whether such retraining would have any effect, and whether the people who have undergone it will be able to work in that new sphere of activity consciously and successfully.

Since the authors of this publication are directly involved in training highly qualified personnel by the nature of their professional and administrative activities, they would like to define a number of possible approaches to reducing the acuteness of the above described problem in this specific sphere. It appears, in particular, that it has become necessary to modify the established procedure of holding postgraduate enrolment examinations and especially, qualifying examinations for the degree level of Candidate of Science. We mean, first and foremost, the examinations in the chosen scientific specialty. It would be feasible to require the enrollees to prepare a detailed substantiation of the choice of the theme of their thesis research. An enrollee should formulate the principal objective of the study, describe the current status of the problem and its connection with related issues, and outline the principal ways for solving the task at hand. The examination proper might take the form of some kind of colloquium, with a competent commission describing the text submitted by the enrollee. In case the enrollee finds it difficult to state the theme, or if he or she has not yet made a definite choice, he or she might submit an essay on the themes determined by the enrolment examination program, again with a subsequent colloquium. In this case, an enrollee would be required not just to answer the set questions, but also to examine interdisciplinary matters, to find ties with associated matters, and to describe the history of development of the problem at hand. The authors are well aware of the fact that switching over to such a procedure would immediately bring about a market for essay writing services, especially in the internet sector. Therefore, the examining commission will have to take responsibility for any objective evaluation of the enrollee's abilities, as is the case at present. The qualifying examination for the degree of Candidate of Sciences should be arranged in a similar way. However, in this case, the postgraduate student's essay should place the main emphasis on defining the place occupied by the thesis he or she prepares in the overall picture of scientific knowledge in the chosen field, determining the issues connected with the research area left unexplored, and the impact possible solutions of those issues might have on the author's conclusions on describing the follow-up research trends. It appears that a less formal procedure such as this would permit the evaluation of a would-be Candidate of Science's preparedness for independent research work. In the final analysis, it would be useful for him or her as well.

THE PARADIGM OF RUSSIAN EDUCATION:
A CRISIS OR A NEW COMPONENT?

S. N. Borodina

This article attempts to analyze the causes of the educational system crisis in some various foreign research. The results of borrowing the Atlantic model for the Russian educational system are considered.

Key words: educational system crisis, educational model, the role of universities.

It's no secret that the transformations which have cardinally changed the state and structure of society have not gone without changes to the education system, both in high schools and in the highest, professional schools. Regretfully, the amendments made to the education system in Russia with the set of conditionally positive vectors has led to other results. It is impossible to challenge the existence of facts testifying to a sharp decrease or total absence of a cultural and intellectual level of modern Russian youth. Thus, a similar process of degradation has affected small settlements having one high school, as well as larger cities with several higher educational institutions. The current situation was identified in discussions and publications as a crisis of the education system. Thus it is important to research the crisis that has formed in Russian education, the factors of which played a role in its formation, and possible options of paradigms of the education system.

The existing earlier Soviet model was exposed to transformation during adoption and introduction of the Atlantic model, which gained development generally in the education system of the USA and Canada. The formation of a transitive model in the Russian system of education turned out to be a consequence of that fact. Adoption of the Atlantic model led respectively to introduction of methods, mechanisms, tools, and characteristic for this model. Reformers of the education system did not pay attention to the existence of the deep crisis in the adopted educational model, especially since the crisis of education was a characteristic feature for the majority of the developed countries of the Western world. It should be noted that the process and consequences of the crisis in education started being considered in the European scientific literature at the end of the 1960s. The existence of a crisis was shown by participation of European youth and students in anti-government protests. Protest performances of youth carried both a political and social character. Understanding of the existence of the educational crisis began with mass student disorders in France in 1968. The protest movement of student youth became more active again in Europe in the first decade of the 21st century.. Protest activity of youth also predetermined the interest in the system of education and its role in the socialization of students.

Having carried out a review of the word "crisis" in dictionaries, we were able to draw the conclusion that the crisis is the condition of the functions of a system that is followed by a decrease in the efficiency of this system. Thus, the crisis of education is shown in a loss of efficiency. The report of F. G. Koombs, the director of the International Institute of Educational Planning, entitled "The Crisis of the Education System in the Modern World: A System Analysis" appeared in 1970, and

was a peculiar incitement for expansion of the discussion about the crisis of education in which attention to the existing crisis in educational systems, both in developed and in developing countries, was paid. Koombs noted that the crisis also affected world famous educational institutions. Attention was also paid to the developed contradictions between a rather high level of development of science and of society in the developed European countries, and the low speed of updating the content of education. The report author considered that a similar situation could lead to degradation of the education system and a reduction in the number of students. Confirming the conclusions drawn by F. Koombs, the American scientist Randal Collins, analyzing the crisis developing in the system of education in the USA, noted that its elements are shown not in a reduction of the number of highly qualified specialists, but in the fight of various status groups formed due to a more demanded and prestigious education for their privileges. Thus, he paid attention to the fact that, "Nowadays 60 percent of the cohort of young people who visit universities will have the same destiny, despite their diploma, as those with a certificate about secondary education. The main thing that the depreciated scientific degrees are used for is to throw them back to the market in order to receive higher degrees" [1]. In his opinion, the biggest growth of quantity of workplaces in rich countries happened because of the presence of low-skilled workers in the service sphere. Ivan Illikh's work "The society which refused education" agrees to some extent with K. Randal's views. In his research, Ivan Illikh paid attention to the need for cancelling compulsory education. In his opinion, education assists in moving a person up on a social scale, but is not a guarantor of social mobility. That is, education can have both practical and purely symbolical value. That is why the latter significantly reduces the value and the desire to receive higher education.

We find the opposite view on functions of the education system and on the role of universities, in particular, in the work of the Spanish philosopher José Ortega-i-Gasset "Mission of the University". This scientist's views on the education system and on the role of higher education in further development of society attract attention because Ortega-i-Gasset examined certain crisis phenomena in education in the first half of the 20th century and tried to find a possible way out. He noted that at university, in the course of a student receiving of: "At first it is necessary to make the cultural personality from the average man, having lifted him on a time level. Therefore, the first and central function of the university is familiarizing students with the most important cultural areas of knowledge" [2]. Thus the author considered that first of all, students have to gain knowledge of physics, biology, history, sociology and philosophy, and only then can they gain professional knowledge and skills: only in this way, in his opinion, can the university prepare the highly intellectual professional, in demand in the future, who significantly differs from a tightly specialized craftsman.

This crisis in the educational system was examined in such works of French scientists as R. Budon's "Inequality of Chances: Social Mobility in Industrial Society", and P. Bourdieu and J.C. Passron "Reproduction: Elements of the Theory of an Education System". In R. Burdon's work, certain attention is paid to the possibility of an individual's social mobility by means of the educational system. Thus, the author notes that the quality of education (progress) of students often

depends upon his social origin and financial position, which has an essential impact on students' social mobility. The need for a large number of workers of the average level after the scientific and technical revolution has promoted in France, as well as in other developed European countries, the expansion of the education system, and respectively, to growth at a certain stage of social mobility of representatives of the lowest social groups. In the research of P. Burdie, and J. C. Passron, the educational models characteristic of the educational system in France are examined more critically, noting that the higher school provides reproduction of social inequality of pupils instead of social mobility. This occurs due to retransmission of a ruling class culture. In their opinion, the situation that developed in the French education system promotes the formation and development of social contradictions.

One more author – Bill Ridings, in his work "University in Ruins", considers and gives an assessment to all factors for which the attention of researches of crisis of education by the European scientists was paid. However, he considers one more aspect of the system crisis of education. In his opinion, the crisis of education is a consequence of the process of economic globalization at which there is "a washing out of the wide social role of the University as an institute" [3]. He notes that the "Current position of the University is caused first of all by the crash of the national and cultural mission which provided earlier its "raison d'etre" (reason to be)… The university becomes an institute of another type; it isn't connected any more with the destiny of the national state, because it ceases to act as the creator, the defender and the distributor of ideas of national culture" [3]. Estimating the negative influence of multinational corporations on the education system, the author warned countries of the European Union and Eastern Europe against a similar fate.

Thus, considering research on the crisis in the education system, it is possible to pay attention to some key factors, which, in their opinion, had a certain impact on the formation and development of the educational crisis. Therefore, first, this attracts attention to the function of social mobility of the education system, which often, in essence, carries out the role of a social elevator. However, in most cases, as part of promotion of democracy and corresponding rights of all segments of the population in the USA and in European countries, stratification in education is present, assigning the possibility of better and prestigious education to representatives of the propertied estate. This is confirmed by the existence in France, England and the USA of colleges and universities reproducing the business and political elite as a closed caste, with privileges available only to it. One more factor was transformation for classical higher education, which gives the possibility of formation among students of a fuller picture of the world, in tightly specialized "craft" institutes financed by industrial corporations. That means reduction and restriction of the knowledge gained by the student, when the socialization of the individual is turned into the only assimilation of a proper professional role.

The higher school or university acts as the following factor. Graduating tightly profiled experts, the higher educational institution fills up the ranks of its teachers, reproducing itself and often leading to decreasing quality of education. The caste of teachers that forming during such a process, securing their proper

social status, which offers certain advantages and privileges, turns an education system into a peculiar bureaucratic apparatus.

It would be desirable to also pay attention to such aspect of crisis of education as the absence of demand of higher education due to shifting accents in professional preferences. If the professions of doctors, engineers, and teachers were more preferable earlier, then today the possibility of financial wellbeing and change in social status depends on whether you will become the participant of show business, or whether you will go to the services industry, which is in demand and can guarantee a certain financial stability.

Now we will try to consider some reasons contributing to the formation of the crisis of education on the territory of modern Russia. It should be noted at once that in the USSR, education was also a social elevator, and provided social mobility. Intervention of the state and politicians in the field of education allowed the individual to get an education practically in any higher educational institution of the country, relying on personal knowledge. The disorder of the USSR, transformation of the social system, and reforming of the education system during which the western models were borrowed, led to a manifestation of crisis phenomena in Russian education. Today we can observe that all factors of the crisis of education and its consequences specified by the western authors have, in full measure, found reflection in Russian society. Therefore, at high and higher schools, there has been a sharp reduction in humanitarian courses that have led to the formation among Russian youth of lacunas in knowledge of history, culture and geography concerning the national state. Consequently, the socialization mechanism in the education system has been broken. Destruction of this mechanism has found a reflection in the participation of youth in the protest movement as a mechanism of pressure upon power. The events of December 2010 in Moscow can serve as a striking example of this case. One more aspect of the crisis of education was manifested in the downgrade of higher education in general due to its mass character, when the diploma of a higher education institution is necessary for the sake of appearance. Thus it became possible to enroll in the majority of the Russian higher education institutions even with a low score on the Unified State Examination. Thus, the cohort of greater status higher education institutions secured a role in the social elevator, and have the opportunity to accept entrants relying on internal examination, but not on the Unified State Examination results.

One more considerable aspect is the financial position of higher education institutions. The status position, from the point of view of return in natural sciences and the industry, of a higher educational institution provides for interest not only from the government, but also from financial and industrial corporations, which provide grants for creation of a solid scientific base. For example: there are 37 financial and industrial associations and corporations in the board of trustees of the Moscow State Construction University, not even counting representatives of power structures of Moscow and of the Moscow region.

It's necessary only to note that the situation which has developed in Russian society shows that we should not have to blindly adopt the educational model that developed in other education systems. It's worth approaching this process more deliberately. It would also be desirable to note that some positive moments

nevertheless are present at the Atlantic model of education, and in our opinion, it is necessary to borrow only some elements of the model, introducing them in the existing one.

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NEW EDUCATION – EDUCATION
FOR SUSTAINABLE DEVELOPMENT

. . Skopitskaya

This article discusses prerequisites and the role of education for sustainable development, its constituents, and ways of further development based on modern education requirements.

Key words: sustainable development, education for sustainable development, environmental education, contemporary education goals.

The issue of sustainable development is not a new one in discussions on various political, economic, social and educational levels. Preservation of the human activity environment, sustainable use and replenishment of natural resources, maintenance of safe productive interaction between people at the level of small groups and interstate communication, and development of every person's individual potential are the challenges of our time underlying sustainable development issues. Education is a priority factor of progress in the human community, and interaction plays an important role in promoting solutions to the specified challenges.

The UN General Assembly has declared 2005–2014 the Decade of Education for Sustainable Development. The goal of the decade was to promote public understanding of the importance of education and training for adopting sustainable development according to a balance of three environmental constituents: nature, society and the economy [3]. Education for sustainable development is becoming a global project, in the results of which every person on planet Earth has an interest. Sustainable development is a society development where the needs of the present generation are met without prejudice by future generations. This is a balanced, controlled development of society, non-destructive for its natural basis and ensuring continuous progress of human civilization. This definition does not explain the term as much as lists the objectives of civilization development. In other words, sustainable development is a socially desirable, economically viable and environmentally sustainable development of society [2].

Education as an "investment in the future" is an interconnecting tool for sustainable development and is intended to realize: (a) creation of an informational and educational field for presenting and discussing issues on the state of the social and natural environment, and awareness of what every member of society can do for its well-being; (b) formation and acceptance by every member of society of principles for the implementation of sustainable development; (c) training of "experts in the field of sustainable management of territories, resources, and sectors of the economy"; (d) formation of personality with a new form of consciousness and worldviews, understanding the values of life as an opportunity to live and develop in a healthy social and natural environment, and the need to preserve the natural constituent in cultural and economic human activities [5]. Social studies of education as a factor of sustainable development of society show that "reflected and informed understanding of both modern education axiology, the possible influence of education on spiritual and moral priorities of a personality,

and actualization of stable social development strategy in the XXI century" depends on the education system. Education gives people and society every opportunity to reach their full potential, and at the same time to form worldviews to the full extent allowing them to assess and address problems facing man and society, isolate the axiological importance of the material and spiritual world, and learn the skills of behavior compatible with sustainable development, issues of which are actually included in the content of all disciplines and training programs of educational institutions [6].

The Results of the Decade of education for sustainable development have yet to be summarized and comprehended. However, a number of positive developments can already be identified. The initiative of education for sustainable development rightfully belongs worldwide to environmental education. However, only a proportionate development of all its constituents – environmental, social and economic – makes it possible to talk about education for sustainable development. Ecological education for sustainable development is a high priority. This is confirmed by various ecological circles and sections, Ecology as a training course in the school curriculum, ecological competitions and olympiads, and regional, national and international projects. Students at different levels of education are successfully involved in projects such as: "Agenda for the XXI Century"; the programs "Eco-Schools", "Green Flag", "Water Drop", "Water in the City"; "The Baltic Sea, Our Common Home", and "Protector of the Earth", the methodology of which is based on ISO 14001 standards of environmental assessment and management. The positive work experience of the Centers "Eco-Accord", "Forum for the Future", the "Environmental Education" Association for people of all ages, the project "Master's degree in "sustainable development", etc. was noted. The concept of environmental education for sustainable development in general education schools, approved by the Presidium of the Russian Academy of Sciences in 2010, determined the leading tasks in the education of schoolchildren: (a) formation of ecological thinking in students and its creative application; (b) accumulation of personal and collective experience of reflection and assessment practical activities focused on the values of sustainable development, as a condition for formation of a citizen's ecological culture, and their responsible attitude towards compliance with the legal and ethical standards in the field of environmental protection, health and safety of life [5]. This is closely linked to the basics of the new federal education standards for pre-school, primary, secondary and basic general education. As with education for sustainable development, major innovations in the implementation of the FSES focus on personality-centered learning, situationally active modeling, metadisciplinary communication and a competence-based approach. The demands of the time were: (a) creation of a developing social and natural educational environment; (b) unity of educational and extracurricular activities, additional education; (c) modeling of joint activity of the teacher and students in the learning process and with social partners in out-of-class/extracurricular activities; (d) active involvement of students in project and research work; (e) selection of the content of educational material and practice-oriented learning activities.

Promotion of education for sustainable development has its own results outside educational institutions as well. The attitude towards energy-saving,

environmentally friendly products, control of air pollution in metropolitan areas, conservation of natural water bodies, and forests has changed.

Education for sustainable development has no strictly formalized definition, and is not a priority in the development of science and technology in the Russian Federation. However, integration of national education in the international educational system, and joint efforts of the international community to preserve a favorable social and natural environment of human activities, is an indisputable fact in its development. A transition from reproductive to creative learning, a competence approach in teaching and upbringing, lifelong education throughout one's whole life, and implementation of a value-motivational orientation of an individual have become the foundation of education we are creating, and fully realize the objectives of education for sustainable development.

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MODERNIZATION OF THE EDUCATION SYSTEM IN UZBEKISTAN: EXPERIENCE, RESULTS AND PROSPECT

K. Sh. Baymirov

The process of reforming the education system in Uzbekistan is considered in this article. The author attempts to summarize the most important and noteworthy approaches to education policy modernization.

Key words: modernization, education system, education system principles, national model of education.

Modern technologies and scientific bases of educational and awareness-raising technologies are introduced at every stage of reforms in the system of republican lifelong education; the vast experience of pedagogical innovations and new experimental technologies is summarized. On the initiative of the President of Uzbekistan, the issue of reforming the education system in general has become a topical and key issue in the state policy since the first years of independence. The law "On Education" and "National Program of Staff Training" substantiated the basic principles of the state policy in the field of education, and identified the system and kinds of education in the republic. These two founding documents created the necessary legal framework for progressive development of the educational system as a single educational-scientific-production complex based on state educational institutions. Thus, the national model of education has been formed. It is these legal documents that declared education the priority in the sphere of social development of the Republic of Uzbekistan, thus determining the significance of the system of education in the social-economic development of the republic.

The basic principles of the state policy in the education field were developed, such as: (a) humanistic and democratic character of teaching and education; (b) continuity and consistency of education; (c) obligatoriness of general secondary and secondary special vocational education; (d) a secular education system; (e) accessibility of education; (f) encouragement of accomplishments and talent; (g) a combination of state and public management in the education system. It should be specially noted that the principal difference of educational reforms in the Republic of Uzbekistan is the state guarantees of the creation of conditions for stagewise progressive development of the system of lifelong education and appropriate quality of education. The study and analysis of the previous education system in the Republic of Uzbekistan and the National model of staff training show that the major faults of the former staff training system include its noncompliance with the requirements of the democratic and market transformations in the country. There was no close interaction and mutual integration of the education system, science and production. The material-technical and information base of the educational process was insufficient, and incomplete in terms of provision with high quality educational-methodological and scientific literature and didactic materials. The problem of provision of close interrelation between the curriculum structure and content and the educational process was not resolved in addition to the problem of organization of the system of lifelong education. In these conditions, the

task of fundamental reform of the entire system of education was set. Reforming the content of education in the republic demanded conformity of the quality of staff training to the requirements of the transformations carried out in the republic. On this basis, state educational standards were established that were mandatory for all kinds of educational institutions. In accordance with the requirements of reforming the content of the general secondary education, there is a mandatory and additional component. The mandatory component is determined by the state educational standard and sets the necessary level of learners training based on the learners' needs and abilities and material-technical and staff provisions of the school. Experimental educational programs have been developed for general education schools.

It should also be noted that the modern stage of social-economic development of the Republic of Uzbekistan is related to implementation of processes of deep reforms of political and economic life, and the social sphere of society. At the present stage, the republic is building social relations based on the market economy. The Uzbek model of transition to market relations is based on regard for the specific conditions and features of the republic: traditions, customs, and lifestyle pattern.

What is the innovation of the new system of education called lifelong education? Lifelong education is the basis of the system of staff training which ensures social-economic development of the Republic of Uzbekistan. Lifelong education creates the necessary conditions for formation of a creative, socially active, spiritually rich individual, and advance training of highly qualified competitive staff.

It should also be noted that 34.5 million copies of school textbooks and study guides were published in seven languages in which teaching is carried out in our country in 2014. Free provision to the boys and girls coming to school for the first time with textbooks and school kits has become our good tradition. In 2014, almost 587,000 first graders received kits to for an amount of about 28 bln. soms. Along with this, the classrooms for studying foreign languages, especially English, have been equipped with modern information-communicational technologies and technical facilities for an amount of 45 bln. soms, which provides a solid foundation for further intensive acquisition of knowledge and skills by our children.

The new labor market conditions currently require a more flexible approach to the principal lines of development of the education system in the republic. In this connection, modernization of education is aimed at formation of a new generation of staff with high general and professional culture, and creative and social activity capable of independently finding their way in the public-political life, and setting and solving long-term tasks.

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THE NEW EDUCATIONAL PARADIGM – A MAJOR FACTOR OF DEVELOPMENT OF CONTINUOUS EDUCATION

Sh.T. Khalilova

This article discusses the main trends of reforming the system of continuous education caused by the change in the philosophical paradigm of education, serving in turn as the basis of world integration processes in the field of continuous education.

Key words: education paradigm, world education space, professional training, integration in the field of education, philosophical paradigm of education.

Integration of Uzbekistan into the world educational space, and the change of priorities in the education policy, scale and multivariance of transformations in professional training of the coming generation, require conceptualization and forecasting of the image of the system of continuous education in the 21st century. The National Program of Staff Retraining of the Republic of Uzbekistan has drawn out the richest innovative experience. This is characterized by a change in the fundamentals of traditional pedagogics, creation of new educational processes and technologies, and qualitatively new integration of world educational spaces. In our opinion, the modern stage of global integration in the field of continuous education presupposes not just the introduction of aggregate innovative-educational experience in the educational process of many countries, not just free information exchange between countries, but the availability of some trends of education reform common for developed countries of the world. These trends determine the state and development prospects of the world education system and may be called the leading ones on these grounds.

The leading trends of development of the system of continuous education are its accessibility, fundamentalization and informatization, unification of educational technologies and education continuity. In our opinion, the framework element among the leading trends is the philosophical paradigm of education, with its change being the foundation for reforming the world systems of continuous education in general and the educational process of Uzbekistan in particular. The new educational paradigm presupposes the transition from the practical-pragmatic goals of continuous education as an aggregate of knowledge, abilities and skills necessary for successful production activities, to a humanistic goal – the subject, and his/her personal development. The obtained data are no longer the goal of education in itself, but are subordinate to pragmatic tasks: to act and to achieve results. Such a result can be a social effect, a new competency, a change of interpersonal relations, a material object, etc. The postulates of traditional pedagogics, such as authority, discipline, and competition, are now superseded by new postulates: freedom, activity, and social cooperation.

The new educational experience is based on the values and methods of alternative, active pedagogics, which is reflected in three postulates currently accepted. **The first** of them states that the learner is an active subject, having individual features, abilities, and aspirations. This is an individual that discovers and creates culture in society, independently forms his or herself and becomes a free citizen at that. Therefore, the task of education is to teach the growing person, future specialist and citizen to change their living conditions, to improve them rather than to accept them passively from the previous generations as a gift. **The**

second postulate proclaims that the individual's socialization is implemented in multicultural society, hence, understanding of the process of education as passing over aggregate social values, language and other symbols of ethnoculture from generation to generation becomes insufficient, as modern culture is an aggregate of interacting cultures. **The third postulate** shifts the focus in the process of education from the teacher's activities to the learner's activities, and declares real life and direct experience the first source of this process. Thus, learning is to be active, close to modern life, and implemented in cooperation.

The present stage demands education aimed at formation of a holistic perception of the world, achievement of multifaceted and holistic thinking corresponding to modern methodological approaches, explaining the surrounding reality, which will enable man to feel like part of nature, to bear responsibility for harmonious coexistence of nature and man, to perceive science as an instrument for achieving this harmony. The new educational paradigm within which continuous education is being reformed as an important condition of integration into the world educational space presupposes preservation of the national experience, educational traditions, strengthening and development of their indisputable merits, including the scientific character, polyhistory and fundamental nature of education. The fundamental nature of continuous education is based on creation of the system and structure of education focused not on pragmatic, highly specialized knowledge, but on methodologically long-living, invariant knowledge promoting holistic perception of the scientific picture of the surrounding world, the intellectual flourishing of the individual, and his/her adaptation to fast changing social-economic and technological conditions.

The priority tasks of fundamentalization of education are: (a) introduction of a cycle of general humanitarian subjects in science and technical education and, accordingly, a cycle of general science in humanitarian education with a view to forming the individual's comprehensive cultural worldview; (b) creation of integral interdisciplinary courses containing the most universal and summarized knowledge. These will provide the basis for applied studies and development, formation of the individual's general and professional culture, a foundation for fast adaptation to new professions and specialties; (c) bridging the gap between fundamental education and professional training with unconditioned priority of fundamental knowledge.

As the new educational paradigm considers the focus on the personality's interests as the priority of continuous education, it places man in the center of all educational principles, with a view to creating conditions for complete development of man's abilities throughout his life. The implementation of the idea of continuous education changes the model of education as a whole. It completes the transition from a monomodel aimed at training a functionary specialist to a polyfunctional model based on free development of everybody's personality, and formation of the ability for self-development.

Thus, the new educational paradigm as a priority of continuous education considers the focus on the individual's interests adequate to the trends of social development. The change of the philosophical paradigm of education has resulted in reforming the world system of continuous education.

INTEGRATION OF IDEAS OF SUSTAINABLE DEVELOPMENT IN CURRICULUMS OF GENERAL SECONDARY EDUCATION IN THE REPUBLIC OF UZBEKISTAN AND MODELLING OF EDUCATION QUALITY MONITORING

M. M. Vakhabov

The article describes the integration of sustainable development ideas in the secondary education curriculum, considers methodical bases of Education for Sustainable Development, and analyzes some of the topics closely related to issues of sustainable development, and considers challenges of education quality monitoring modeling.

Key words: national model of training, integration, principles and indicators of education quality, monitoring modeling.

The Republic of Uzbekistan is involved in the gradual creation of a democratic rule-of-law state and open civil society providing observance of human rights and freedoms, formation of a socially and ecologically oriented market economy, and full integration in the world community. The major goal and driving force of the transformations in the republic is harmonious development and wellbeing of man, and creation of conditions and effective mechanisms of implementation of the interests of the individual. A specific feature of the national model of the education system is continuous education of the population. Every person has the possibility to acquire knowledge, professional skills and specialties throughout his life. The functioning of the system of continuous education is ensured on the basis of state educational standards, the consistency of educational programs of different levels, and includes the following kinds of education: preschool education, general secondary education, secondary special vocational education, higher education, postgraduate education, advanced training and staff retraining, and out-of-school education.

The fundamental principles and targets of the state educational policy, and its focus on the individual and education of the modern generation are defined in the National Program for Staff Training approved by the Law of the Republic of Uzbekistan (1997). The Program provides for implementation of the national model of staff training, creation of social-economic, legal, psychological-pedagogical and other conditions for formation of a many-sided individual, adaptation to life in the modern changing society, the conscientious choice and further assimilation of educational and professional programs, and education of citizens aware of their responsibility to society, the state and their family. The issues of Education for Sustainable Development (ESD) are reflected in the National Strategy of Sustainable Development (1998), the Concept of Education for Sustainable Development of the Republic of Uzbekistan (2011), and the National Action Plan within the Framework of the Program of "Education for Everybody" (2003–2015) implemented under the auspices of UNESCO.

The principal goal of the ESD is integration of the ideas and principles of sustainable development aimed at forming an individual with a systemic worldview, critically, socially, economically and ecologically oriented thinking, and active citizenship in all education forms and levels. The determinant idea of the ESD is development of skills and abilities, extension of knowledge aimed at prevention and resolution of social, economic and ecological challenges, and threats to the present time and future, including the Aral Sea crisis. The ESD still continues functioning as a vast and comprehensive concept encompassing the interrelated ecological, economic and social problems. ESD is a lifelong process starting from early childhood until acquisition of higher education and education for adults, and goes beyond formal education. As the system of values, lifestyle and life attitudes is formed in early childhood, the education of children acquires special significance. Taking into account what we learn while fulfilling different tasks throughout life, ESD should be considered as a process encompassing all elements of the life sphere.

Based on the above, it is important to integrate the ideas of sustainable development in the subject-related environment at every level of education. ESD is related to all aspects of the school subject. As a result, ESD integration can be considered to be a good way of achieving one's learning goals and increasing the effectiveness of teaching of all subjects. This is integration of ESD ideas and content in curriculums of different levels. This is lifelong education. Education in the interests of sustainable development is to contribute to: (a) extension of ideas about the interrelation and interdependence of development of the society, nature and economy; (b) understanding the substance of ecological problems; (c) the increasing significance of ecological and environmental traditions of the people living in Uzbekistan and ecologically expedient techniques of economic management to build a careful attitude to natural-cultural heritage; (d) personal growth, self-development, self-actualization, and self-education of all categories of learners and social groups; (e) identification of the causes of deterioration of the environment; (f) development of the system of dissemination of knowledge about the environment and its condition among all social groups, etc.

ESD is to answer the following questions: which knowledge and skills learners must have when graduating from an educational institution, and which knowledge and skills are to be acquired by adults to be the most useful for improving the quality of life and solving the problems of society and the state, including harmonization of relations between society and nature. Based on the above, it is necessary to define the principles, criteria and indicators ensuring adequate assessment of the activities of the educational institution in ESD. Therefore, the problem of development of the education quality monitoring model taking into account sustainable development ideas becomes relevant today. In the process of development of the system of indicators, it is necessary to coordinate the principles of development of the national system of continuous education, conceptual positions, and approaches to identification of education quality guarantees taking into account the progressive international experience. In the process of assessment of ESD goals achievement, we can use the model of education quality monitoring which allows assessment of skills and conditions such as critical and systemic thinking of learners, awareness of national values and

active citizenship, the idea of a sustainable future, identification of problems and application of the acquired knowledge in practice, independence and responsibility in decision-making, and development and publication of teaching-methodological materials, and use of new approaches and methods, etc.

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CONTINUOUS EDUCATION AS A STRATEGIC PREREQUISITE OF DEVELOPMENT OF NATIONAL ECONOMY FOR THE PURPOSES OF SHAPING A HARMONIOUSLY DEVELOPED GENERATION

Sh.U. Sariev

This article discloses the role of continuous education and shows an important feature of the present stage of training and education of the younger generation, when the population turns from a highly specialized education to a broader and more fundamental one, allowing people to adapt easily to rapidly changing technologies

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Key words: continuous education, teaching activities, students, educational institutions, training and education of an individual.

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Whereas 20th century education was built on the principle of "education for a lifetime", at present we speak about education as a lifestyle. That is why the first half of the 21st century will go down in the history of education as the epoch when national and global continuous education systems were created, and as an epoch when humankind as a whole and every man individually had no other choice but to learn throughout one's life.

The continuity of pedagogical education, as well as the competence-based approach, are new structures, the system's response to the changing conditions of its development, a situation that allowed us to ensure the sustainable development of education. That is why the concept of continuous education as a social phenomenon of global development, and its social and economic role in the improvement of contemporary civilization is being enhanced, while social, political and economic conditions of life in society require that mankind would be able to adapt to their changes and to adjust his or her civic behavior in all the spheres of his or her home country's life. Proceeding from this, the tasks set today touch upon not only the development of economic and social spheres, but also the development of a person himself. This is directly said about the increased role of human capital as the principal factor of the country's economic development. Today the concept of the scale of distribution of information about continuous education, the modernization of school education, and teachers' mastering of up-to-date pedagogical and psychological competences, are all necessary prerequisites of both the modernization of the educational sphere, and the further progressive and dynamic development of our society. This requires an essentially different approach to the organization of the education and fostering process, the development and introduction of new multilevel educational systems, and the pedagogical technologies in the continuous education system.

The continuous education system is integrated in the global educational space. Its purpose is to carry out a number of important tasks: (1) to ensure the

training of highly skilled specialists and responsible citizens capable of meeting the requirements in all spheres of human activity through affording an opportunity to obtain appropriate qualifications that are permanently adapted to the present and future public needs; (2) to afford opportunities for continuous education, providing learners with the optimum choice and combination range with the possibility of self-development and personal social mobility, and also with the purpose of its upbringing in the spirit of civic consciousness, and active participation in public life. This adheres to human rights, sustainable development, democracy and peace in the spirit of justice; (3) to provide society with the necessary knowledge in order to render assistance in the sphere of cultural, social and economic development, encouraging and developing research in the spheres of various sciences; (4) to protect and enhance general cultural value, ensuring the upbringing of young students in their spirit, shaping personal civic consciousness, and thus enhancing the prospects of humanism; (5) promote the development and improvement of education at all levels, including the training of future teachers, and having a high standard of general and professional culture.

The sphere of continuous education should be viewed as a strategic one for the development of the national economy, and as a crucially important sphere of human life. It is intellect that begins the principal capital of the present and the future. The significance of education under these conditions increases considerably. Therefore, shaping positive motivation in young people in order to help them understand their significance in the contemporary life is one of the most important tasks of the educational and upbringing process at educational institutions. The strategic landmark of the continuous education system is the determination of optimum administrative and pedagogic conditions of the educational and upbringing process, ensuring the shaping of an intellectual personality that is prepared for creative activity, and that has a stable need for self-education and personal self-improvement. Thus, fundamental knowledge and high technologies are the bases for contemporary continuous education. For society, interconnection between science and education s a criterion of its progressiveness in the modern world, the level of its well-being, its cultural development, and the matter of existence and improvement of the terrestrial civilization. That is why in the context of development of new information technologies and transition to an innovative type of development, continuous education becomes a thing of prime importance both from the social and the personal point of view.

Therefore, the process of personal development continues throughout one's life, acquiring individual particularities. Also, the education obtained, striving for self-education, self-realization, and self-actualization in various fields of professional activities, are preconditions and factors of personal development.

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THE CONTEMPORARY UNIVERSITY
AS A DRIVER OF TERRITORIAL DEVELOPMENT

A. O. Vlasov

The article describes the mechanisms of improving the investment attractiveness of a territory in global competition for intellectual resources. It shows the need for dialogue between state authorities, business, and local communities with the active participation of the university as a carrier of integrative functions.

Key words: region, university, city system, urban environment quality.

How strongly do globalization processes influence contemporary cities, and what role is assigned to those cities in the global economic system? Answers to these questions are of special interest for city mayors, local authorities, businessmen, urban communities and city-dwellers. That is, for everyone who has some interest in the prosperity of his or her own hometown. Well-known ancient Greek philosopher Aristotle authored an apt phrase: "a city is unity of dissimilar persons". Is there a universal and comprehensive organization that is able to bind in space and time the lives of such dissimilar people: official and citizens, research and cultural workers, businesspersons, and the student communities? In this author's opinion, such an organization exists and has an enormous power. Its impact on a certain territory and its population is widespread in space, and continuous in time. It is a university.

The theory of globalization considers ties between a city and the world economy in two aspects. On one part, cities are interlaced into global economic networks, they are but "cogs" of a single large system. On the other hand, cities can be called control stations of the world economy, having a large number of external and internal interactions. In any case, a contemporary city cannot be viewed as a closed-loop system, as a container being a part of a larger container.

Upon transition to the market economy, cities as well as companies had to join the global race for resources. A significant number of Russian towns, once prosperous but now sunken in decline, fell out of the race immediately because of low efficiency of the production facilities around which those cities were built. This was the fault of an outdated settlement system and its inefficiencant y

business and urban communities. One can cite a great many such examples. Most regrettably, the present-day Russian realities are rather distressing: there is much more negative manifestation of such mutual dependencies than positive ones. What is the cause of such poor efficiency of interactions between various groups participating in urban life? The answer resides in the behavior models of those groups and the methods of attaining the goals they set for themselves. City authorities are concentrated on routine socio-economic problems, they impact the urban environment in compliance with the minimum standard, and within the framework of the established budget. Large-scale and medium business is interested in making a profit by any means: expanding car parking areas, minimizing green areas, increasing building density – all those examples have little in common with the concept of a quality urban environment. Small business is under the pressure of the medium business and worries about its own survival. It has to move from one place to another, to close down and start up again until it is driven out by big players. Urban communities are fixated about their own interests; as a rule, their voice cannot be heard beyond social media on the Internet. Each element of the urban system is concentrated on its own problem. Groups act independently from each other, not jointly. Their interests coincide only by chance.

Is there a force that is capable of uniting urban actors: rally the authorities, business and city-dwellers, thus creating a consolidated system acting in compliance with the principles of equality and mutual efficiency? A number of characteristics enable a university to act as such a force: firstly, a university is included in the urban environment by default, and often a university is a large-scale owner of buildings and land plots; secondly, a university is a thing of great value both for the city authorities and business, being a monopoly supplier of intellectual resources; thirdly, a university is one of the city's largest employers; fourthly, a university accumulates innovations, culture and historical experience, thus linking the past and the present.

There are several approaches studying ties between regions and universities. The first approach is connected with positioning a university as a "facility" for training specialists for the economic, social and political spheres of a region. The principal function of a university in this case is training specific specialists with a preset period of time and for specific spheres of the region's life. The result of such activity does not impact the city and the region in a comprehensive way. A university produces the respective resource, but the integration of that resource into regional processes is a minor affair. It is highly probable that newly minted specialists will be washed out in various directions: some graduates will migrate to other regions for better earnings, while others will choose another type of activity that is only marginally connected with the profession they acquired, or even has nothing to do with it.

The second approach views a university as a subject of business activities. There are two trends of realization of a university's business function. The first one is training businessmen who are ready to assume responsibility for their businesses. The second trend is the business activity of the university itself. This trend manifests itself in the establishment of various types of business incubators, technoparks and innovation clusters. The university involves its students and graduates into business activity, providing them with resources as well as

information. In this case, the university acts as a catalyst of business activity that has a significant impact on the socio-economic development of the region. A graphic example is Silicon Valley in the State of California where the Stanford Industrial Park is located. A large university concentrates business activities around itself and creates jobs for its graduates at the same time.

The third approach is based on the third (social) function of a university. It is presumed that the university is inseparably associated with local communities and takes an active part in the organization of public events, e.g., City Days and other holidays, carnivals, public lectures, meetings of public officers and business representatives with city people, etc.

The fourth approach is based on the concept of lifelong learning. This concept is viewed as the highest form of the university-region integration, incorporating previous approaches and manifesting itself in continuous activity aimed at knowledge production, reproduction and dissemination to the most diverse regional communities. This is achieved through synthesizing various levels, forms and methods of educational practice, through constituting institutional conditions that ensure progressive development of intellectual, creative and social potential of an individual, region and nation.

It is the author's opinion that it is necessary to ensure favorable conditions for fruitful joint activity of all participants of city life, to create a comfortable and creative environment for them with the help of various combinations of the approaches described above in order to create a consolidated model of a regional system. This environment must be attractive for the so-called "creative class" and to manifest itself in the phenomenon of a creative city as a place where creative forces of individual people and communities are concentrated for shaping an economically and socially r   a creative

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INTERRELATION OF KNOWLEDGE AND
CONCEPT OF SUSTAINABLE DEVELOPMENT [1]

Zh. Milenovich
R. Tsvetkovich

The paper presents the results of a study connected with the students' assessment of the interdependence of knowledge and concept of sustainable development. The empirical basis of the research is a sociological survey among students of the Teacher Training Faculty of Prizren University (Republic of Serbia).

Key words: learning, knowledge, lifelong learning, learning society, sustainable development.

Introduction. The concept of sustainable development presupposes setting of a balance between resource consumption and restorative ability of natural complexes. Sustainable development as a doctrinal concept implies satisfaction of the basic needs of the present generation which do not deprive future generations of such a possibility due to the environmental degradation. At present there are numerous options for definition of the notion of "sustainable development." In contemporary research this notion is most often related with the solution of the problem of equal coexistence of man and nature based on balanced satisfaction of the basic needs and preservation of vital resources for future generations (Salem, 2012). Some authors note that sustainable development is the balance between resource consumption and regenerative ability of natural reserves (Van Poeck & Vandenabeele, 2012). Sustainable development is an integral indicator for the assessment of economic, technological, social and cultural development allowing transformation of the environment to meet the needs of mankind as a socialized species. The above examples and reasoning bring us to the conclusion that the concept of sustainable development comprises three institutional aspects: ecological, economic, and social. A number of scientific-research papers offer the opinion that the cultural sphere is the fourth aspect of sustainable development, as stated in the above definition (Buchs & Blandchard, 2011). Thus, culture may also be considered to be the fourth constitutional component of sustainable development. The concept of sustainable development can make a considerable contribution to knowledge at the present stage of the learning society. In the learning society lifelong education as a major component of the mode of life and a social regulator of human professional life activities is based on the ideas of the concept of sustainable development. The personality uses all its available potentials to form its own interests and national identity (Edwards, 1995).

In the present conditions the society faces global phenomena, the major of them being: (1) interpersonal and inter-ethnic relations; (2) the area of human civil and political rights and basic freedoms; (3) protection of the environment; (4) health

protection and improvement; (5) nutrition of the population; (6) minding children and parents; (7) women's emancipation; (8) protection and emancipation of people with disabilities, marginal categories and groups of the population requiring social protection; (9) employment of the population; (1) economic growth; (11) professional competence and labour productivity of the population; (12) search for the meaning of life and formation of personal identity.

Method. The problem of this theoretical and empirical analysis is to identify the interdependence of knowledge and the concept of sustainable development. The objective of the research is the students' assessment of the interdependence of knowledge and the concept of sustainable development. The empirical basis of the research is the questioning of respondents carried out among students of the Teacher Training Department in Prizren in January 2015. The respondents were selected by batch sampling. The total number of the respondents is 104. The methodological tools were offered by the author.

The research started with a general assumption about the substantial contribution of knowledge to the concept of sustainable development and the suggested hypothesis about the statistically significant differences arising in assessment of the importance of the concept of sustainable development among students of the "preschool education" profile and "primary education" profile. The differences were diagnosed to identify the principles used by the students of the teacher training department to determine the significance of knowledge in the concept of sustainable development. The descriptive and transversal (probability) models were used in the research. The research was assessed by means of the KCSD *(Knowledge in the Concept of Sustainable Development)* ordinal scale developed on the basis of 15 statements of the respondents expressing different nuances of opinions. Every statement was followed by a factor analysis of the textual indicators documented by the selection criteria. The factors were extracted by the method of principal components (statistical procedure) with the subsequent centroid method of Varimax rotation and Mann-Whitney U test.

Results. The data obtained in the research were preliminarily processed by the non-parametric Mann-Whitney U test.

Table 1

Mann-Whitney U-test results

Interdependence of knowledge and the concept of sustainable development		
N	teachers	52
	educators	52
U		850.500
W		2228.500
z		-3.266
p		0.001
r		-0,320
Medians	teachers	19,5000
	educators	25,0000

The results of the correlation analysis of textual indicators by Mann-Whitney U-test reveal substantial differences between the indicators in the samples under consideration, in the understanding of the importance of the concept of sustainable development among students specializing in preschool education (Md = 25.0000, n = 52) and students specializing in primary education (Md = 19,5000, n = 52), U = 850500, z = -3,266, = 0,001. The actual value of the impact according to Cohen criteria is minimal (= -0,320).

Table 2

Results of factorization of correlation matrixes

Grouping variables	Components	
	I	II
a7 K*nowledge management promotes economic development.*	**0.845**	
a12 Knowledge promotes transformation of traditional economy into modern knowledge-intensive economy.	**0.799**	
a2 New knowledge promotes preservation of natural resources.	**0.782**	
a5 Investments in progressing knowledge is the best resource of economy.	**0.771**	
a15 Countries with scarce natural resources invest in knowledge as the dominant component of development of the postindustrial society.	**0.737**	
a8 Countries with a higher level of economic and social development invest heavily in education of their members.	**0.737**	
a3 In the real world there are no countries with both a high poverty level and a high education level simultaneously.	**0.721**	
a9 I am sure that in the present conditions one cannot succeed in life without task-oriented learning of new knowledge.	**0.709**	
a10 A society that does not invest in knowledge as a major development component cannot progress.	**0.708**	
a14 Constructive knowledge is a higher priority for me than general knowledge.	**0.707**	
a13 The cultural identity of a society can be preserved only through the learning of new knowledge.		**0.929**
a11 I have always considered that progress in education is equivalent to social progress.		**0.849**
a6 Knowledge is a typical distinguishing feature of civil society.		**0.833**
a1 The culture of the society that does not invest in knowledge and teaching of its citizens is primitive and underdeveloped.		**0.806**
test	Bartlett's Test of Sphericity	% of variation	% of variation
0.760	p = 0.000	38.184	26.004

The factor analysis showed the positive correlation of the KMO test (KMO = 0.760). Bartlett's test of sphericity shows a statistically significant result (p>0.001, = 0.000), which evidences the reliability of the correlation matrix calculation. The analysis of the main components showed availability of two components with characteristic values of > 1.

The first factor is called "economic development," and is determined by eleven categories accounting for 38.184% of the total dispersion. The second

factor is called "cultural development" and accounts for 26.004% of the total dispersion (see Table 2).

Conclusions and discussion. The factor analysis of the statistical values based on the students' statements has shown that knowledge is the dominant component and a major factor of economic growth and social progress. This is confirmed by certain facts according to which knowledge makes a substantial contribution to elaboration of the concept of sustainable development and cultural progress of the society. Knowledge is a major resource of the global policy of the early XXI century. Effective use of knowledge is achieved by a resultative business strategy of knowledge management (Grice & Franck, 2014). Knowledge management is the major trend of a learning organization for implementation of the set goals and development of the modern society. The concept of sustainable development was created at the time of origination of the learning society and affirmation of knowledge and education as a major resource of development.

The concept of sustainable development is based on balanced economic, social and cultural development, where the present generation satisfies its own needs and requirements without prejudice to the future generation by co-evolution and co-existence of the society and nature. At the present stage, the main objective of sustainable development is reorganization of traditional educational organizations. This objective is predetermined by the fundamental requirements of economy, demands of the market relations and social needs (Dahibeck, 2014). Marginalization of the traditional economy on the part of a science-intensive economy obliges the members of the civil society to become an integral part of the learning society and the concept of sustainable development. Thus, economic and public organizations turn into demiurges of knowledge while their employees turn into actors from different fields of knowledge. The merger of different network forms of learning is an important precondition for achieving the multi-aspect possibilities. In most studies the interaction of different teaching structures creates conditions for acquisition of specific knowledge which cannot be acquired through the long-received experience (Koehn, 2012; Lee & Schottenfeld, 2012). Another possibility is combining different objects of economy and society.

In addition, combining the forms of network learning allows improvement of the system and better learning organization aimed at involvement in the educational environmental activities and ensuring sustainable development. Therefore, educational organizations must keep improving account-taking of the specificity of an individual's development, mental models and system thinking. These specific features were perceived by the students and recognized to be the major ones in implementation of the concept of sustainable development. Despite the certain existing differences in the assessment by the students in the profile of a primary school teacher and an educator of preschool institutions this does not mean that they do not consider knowledge to be the dominant factor in the concept of sustainable development. This is confirmed by the data on the differences between the indicators in the samplings of the importance of the concept of sustainable development under consideration (Table 2: r = -0,320) which have negligible influence according to Koehn's criteria.

The theoretical analysis and results of the research have shown that in the process of education students are to get a modern idea about the concept of

sustainable development including its major notions and principles. This promotes optimal understanding of the concept of sustainable development. On the other hand, students should acquire basic information about the co-existence of the society and nature, and impact and control of the environmental quality and resources without prejudice to the future generation.

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THE NEED FOR MODERNIZATION IN THE CONTINUOUS EDUCATION AND SELF-EDUCATION SYSTEM

G.S. Syzdykova

The article author analyzes the reasons for poor implementation of the key trends in the modernization (reform) of education in Kazakhstan. The major reason is the fact that the decisions adopted do not change the bases of the traditional education paradigm. The author proves that the ideas of lifelong education, a competence-based approach, and updated syllabus may serve as a methodological basis for the development of a new type of education.

Key words: Information society, modernization of education, lifelong education, competence-based approach, updated model of the learning process.

Decades of education modernizations have not resulted in the expected changes for the better; the problem of nonconformity of education at all levels to the international norms is evident. The key reason lies in the fact that seminal changes introduced in the reform process leave the systemic basis of the traditional educational paradigm intact, so that expected improvement of its quality does not take place.

Kazakhstan has set a course for modernization… The Nazarbayev Network of Intellectual Schools functioning in Kazakhstan at present sets an example of the innovative approach, incorporating advanced ideas and having all the characteristics of a new educational paradigm. Those ideas "knock at the doors" of educational institutions of all levels striving to become universal.

What are the causes of the crisis of the education system? The core of this problem is the controversy between the role and place of education in industrial society that "armed" a person with fundamental knowledge "for a lifetime", and permanent development connected with the need for learning "throughout one's life" within the framework of continuous education and the self-education system. While the traditional model of education is based on fixed rules, where knowledge acts as the final objective of education (i.e. it is retrospective), a person living in a changing society has to rely on him- or herself in the future, and be able to obtain knowledge and put this knowledge into practice in real-life situations.

The knowledge-centered model manifests itself most vividly in those test examinations where examinees are only required to be able to memorize a multitude of dates, facts, events, formulas, etc. A vivid example of such an approach is the unified national testing performed in our country. Here the ability to speculate, compare, and assess obtained information, as well as to find necessary information in reference literature and to interpret it with regard to prevailing concepts and ideas, and to substantiate one's point of view, is not required, and therefore, viewed as surplus and unnecessary. In real life, no professional can remember the entire amount of information that he or she studied. The main thing is to know where it can be found if need be, and how should it be applied in the most efficient manner for solving the tasks at hand. That is just the goal of modernized education [2].

It is evident that technological and information changes in the world and in the development of various spheres of human activity occur so rapidly that today good education that has been received once cannot guarantee the efficiency of further work without systematic and continuous personal improvement and development. In the traditional model of education, an obedient and can-do student who fulfilled all the tasks set by a teacher on time and followed the proposed instructions and rules without asking why was considered a good student. The current life mode brings initiative rather than "can-do" spirit to the forefront, because initiative is a better guarantee of success in life, flexibility and preparedness to solving problems of various kinds. It is also evident that initiative must be not just supported but also purposefully, consequently shaped because self-dependence and responsibility for the result of one's own decisions are links in the same chain, and efforts made by school and family in that direction should be coordinated more thoroughly. It is shown in one of the values of contemporary education content: from knowledge to competences [3]. A student must be involved in the process of hard and diverse work in the process of learning and acquiring skills needed for understanding the material. Teachers must set tasks requiring students to reflect, analyze and take stock of what they study and how. Learning to promote cooperation is important. Independent and collective studies become the most important goals of educational policy.

John Grillos, a well-known American businessperson, said that the strength of the knowledge obtained in various fields did not worry him much because that knowledge undergoes changes annually, and sometimes become obsolete before students can master them. The businessman gives higher priority to young people getting their first jobs, to be able to study on their own, to work with data, to obtain and improve new knowledge and skills in various spheres, and to acquire new professions, because this is what that they will have to do throughout their walking lives [4].

Thus, the "world without borders", dynamic changes in socio-economic life, and the complexity and diversity of the social order require fast modernization of educational policy at all levels. It is time for all stakeholders to unite in creating a real social partnership that will make it possible to obtain a synergetic effect of joint efforts and interaction. The world is entering a new era, the information one, whereby information, technologies and innovations become the most mobile and liquid products. Creating them is a privilege of the leading countries, and the implementation of technologies and expertise in certain products gradually becomes the lot of underdogs, of the developing countries. The new generation must be prepared for efficient existence in a new world, get appropriate education, and the opportunity to improve one's knowledge and capabilities throughout one's life. Contemporary integration is impossible without integration that fosters overcoming of fragmentarity in studies, enhancing interdisciplinary links and rational organization of the teaching material. The content of education can be modernized and education technologies can improve in the spirit of integration in order to shape creative, rather than reproductive thinking in students. The conceptual core of such thinking is independence, great dynamism, a critical attitude, the ability to fall outside the known limits, and wide coverage of the matters under consideration.

Thus, the problem of continuous education that can only be solved based on a modernized educational paradigm focused on the transition from knowledge-based to person-creating pedagogics remains topical.

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CIVIC POSITION VS. GLOBALIZATION: PROBLEMS AND DILEMMAS OF CIVIC AND INTERCULTURAL EDUCATION

. Sigie -Matyjewicz

The process of globalization has changed our world profoundly. Its consequences can be seen both as positive and negative. But they are real, and this is why pedagogy should be more concentrated on intercultural and civic education in order to raise responsible individuals.

Key words: intercultural education, civic education, globalization, pedagogy.

Nowadays, the involvement of an individual in psychosocial reality is more intensive than in past ages. The world has turned into a global village. Any person is interconnected with other individuals, groups, public, and nations through mass media (press, radio, television, internet), innovation technologies, migration and exchange of ideas, opinions and information, traditions and even dishes. A stream of people, goods, services and capitals, and competitive abilities have increased. Democracy has improved. People have started taking care of the environment. They also have the possibility to create joint ventures, and to take international measures in order to protect the world against threats and to secure peace. People can learn other cultures and widen their knowledge about them. The globalization process leads to the creation of new cultures resulting from mixing different cultures. Thanks to the global culture, a phenomenon of tribalism has occurred

Globalization is a threat for the environment as it leads to the inhomogeneous use of natural resources. The globalization process is the reason for the unification of customer patterns, life styles and culture. It destroys culture and national norms, annihilates local identities, weakens public relations, and marginalizes artists and artisan creativity. As a result of the globalization process, a tendency towards a new cosmopolitan life style develops, manifesting itself in the negation of the role of religion, one's own culture and nation, native language, one's own traditions, and habits and rites which used to be factors determining the behaviour of people.

A big problem of the globalization process is also the issue of citizenship (a juridical bond between the state and the individual, providing responsibilities and prerogatives for the state with respect to the individual determined by law, and certain rights and responsibilities for the individual with respect to the state[1]). Some individuals have a "we" feeling with other individuals, which is displayed in sympathy towards others, such as concerning cataclysms or wars. Some individuals also feel responsible for the state of the psychosocial reality surrounding them currently, and besides the benefits and privileges resulting from the globalization process, start to pay attention to moral responsibilities and duties. Other individuals, for their part, negate the external and concentrate only on their private interests. The civic and intercultural education should show the right way for these individuals as exactly these disciplines form both elements of an individual development of a person and his identity. It is civic and intercultural education that prepares a person for a practical understanding of civil rights, and creates the conditions for the collaboration of representatives of different cultures[2], forms an open intellectual position, tolerance, acceptance of differences, and respect for other cultures. Civic and intercultural education is addressed to young people, such as potentially active and responsible citizens able to support the development and the welfare of their community members.

The goals of civic education are: ( ) To increase the level of political consciousness of an individual (which includes: giving information about social, political and civic institutions and human rights, studying social issues and current problems, analyzing conditions in which individuals can live together, studying national constitutions with the goal to prepare an individual to exercise one's own rights and to perform duties, propaganda and acknowledgement of cultural and historical heritage, orienting in culture and language differentiation of different communities); (**b**) To learn to think critically and to develop one's own specific position, as well as to understand moral and civic values (this can include: development of skills needed for the active participation of an individual in public life, development of skills needed by an individual to maintain the environment safety, self-cognition, development of respect for oneself and other individuals and groups in order to establish mutual understanding, strengthening of a feeling of solidarity, construction of values taking into account different social aspects and opinions, cognition and solution of conflicts peacefully, development of efficient

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[1] Zob. szerzej J. Raciborski, *Obywatelstwo w perspektywie socjologicznej,* Warszawa, 2011.
[2] Zob. szerzej C. Banach, *Edukacja przyszłości*, „Res Humana" 2000, nr 2, s. 14–17.

strategies for fighting against xenophobia and racism); (**c**) To stimulate the active participation in life of one's state[1].

Intercultural education sets the following goals: ( ) To develop the skill of an individual to be able to communicate with people of a different race, language, religion, tradition and life style; (b) To develop the skill of an individual to look at the surrounding psychosocial reality in different cultural contexts and the ability to cope with it in conditions of social, cultural and religious differences; (c) To develop the cultural sensibility of an individual (for example - understanding the meaning of cultural influence on the behaviour of people and groups of people); (d) To inspire an individual to be active for peace, tolerance, openness, equality, justice and safety in one's own country and in the whole world; (e) To form a negation of prejudices and stereotypes by an individual; (f) To motivate an individual to resist different forms of xenophobia, discrimination, racism and hostility towards the representatives of another race, national, ethnic and religious minorities, etc.

After having obtained the full civic and intercultural education, the person will recognize that not only local needs, taking care of the welfare of the nearest and dearest, social order, and safety of one's own country, but also a sense of responsibility, taking care of nature and the well-being of all people in the world are important. Such a person will possess the ability of mutual listening which helps to understand the position from different perspectives, and he will be open and prepared for cooperation with representatives of different social, professional, national and religious groups. Thus, an educated citizen of the world will comprehend and appreciate diversity, and the possibility to simultaneously realize different cultural proceedings by representatives of different nations coming from different countries. He will gain knowledge about the functioning of the world and be aware of the role he plays in this system. He will exhibit activity on different levels of his efforts, from local to global, and will bear responsibility for his actions. He will not see as absolute traditionally set boundaries and nations as he will possess the ability to see public life outside these divisions. The civic activity of such a man will result, on a global level, in feeling responsible for reducing social and economic injustice as well as in taking care of the environment.

This is why it is important to take all necessary measures to strengthen the civic and intercultural education in elementary schools, gymnasiums, secondary and high schools. This will prevent the atrophy of the political system and strengthen the civic identity of an individual.

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THE MEANING OF PROFESSIONAL QUALIFICATIONS AND PROFESSIONAL STANDARDS FOR TRAINING OF FUTURE SPECIALISTS

S. I. Kolesnikov
L. M. Dolzhenko

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This article discusses the necessity of using professional qualifications and professional standards for the training of future specialists, and their level of professionalism that should be assessed using the unified funds of assessment tools.

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Key words: professional qualification, professional standards, assessment tools funds.

As it follows from the Labor Code of the Russian Federation, a professional qualification is the achievement of a certain level of professional education by an employee, having the knowledge and skills necessary to perform certain work [1]. According to the documents and materials of the International Labor Organization and the Organization for Economic Cooperation and Development, the development of national professional qualifications is an important requirement both for enterprises and for employees, because they contribute to lifelong education, help citizens to make the right educational and professional choice, and also harmonize the demand and supply of the labor force [5].

The professional standards for a certain type of professional activity form the basis for the system of qualification levels (national qualification framework). Qualification levels in the Russian Federation are approved by the decree of the Ministry of Labor and Social Affairs, dated April 12, 2013, and they determine the requirements for the skills, knowledge, experience and education of an employee, depending on his/her powers and extent of responsibility [2]. Professional qualifications are divided into levels from 1 to 9; according to these levels an employee with the lowest qualification is assigned level 1. Professional standard "Qualification Levels" determine an employee's professional competence for each generalized and separate labor function, as well as requirements for his/her education, training, and professional experience. According to the document, uniform requirements for the qualification of employees, established by the qualification levels, may be extended and clarified considering the specific nature of various types of professional activity. Branch and corporate qualification frameworks, which clarify the requirements for employees considering the branch and specific corporate nature, are formed on the basis of the national qualification framework.

At present, the following professional requirements as to the levels of qualification corresponding to higher education have been adopted in Russia (see table).

Professional requirements as to qualification levels

Level	Proficiency indexes			Ways to achieve a qualification level
	Breadth of powers and responsibility	Nature of skills	Nature of knowledge	
1	2	3	4	5
6	Independent activities, involving determination of tasks for one's own work and/or subordinates to achieve the goal Ensuring interaction of employees and related units Responsibility for the result of works at the level of the subdivision or organization	Development, introduction, control, evaluation and correction of elements of professional activities, new technological or methodical decisions	Application of professional knowledge of technological or methodical nature, including innovative ones Independent search, analysis of and evaluation of professional information	Educational programs for vocational secondary education - programs for training of mid-level professionals Educational programs for higher education – undergraduate programs Additional professional programs Experience
7	Determination of a strategy, activity and process management (including innovative activities) and decision-making at the level of large organizations or subdivisions Responsibility for the result of activities of large organizations or subdivisions	Resolution of development problems of an occupational filed and (or) organization using various methods and technologies, including innovative ones Development of new methods, technologies and so on	Understanding of methodological foundation of the activities Creation of new applicative knowledge in a certain field and/or cross-sectoral one Determination of sources and search for information, which is necessary for the development of an occupational filed and /or organization	Educational programs for higher education – Master's program or specialist program Additional professional programs Experience

1	2	3	4	5
8	Determination of a strategy, activity and process management (including innovative activities) and decision-making at the level of large organizations or subdivisions Responsibility for the results of activities of large	Resolution of problems of research and project nature, associated with increasing efficiency of the processes being managed	Creation of new knowledge of interdisciplinary and interbranch nature Evaluation and selection of information, necessary for the development of the field of activity	Educational programs for higher education – Master's program or specialist program Programs for training of scientific-pedagogical personnel, who study at post-graduate courses (postgraduate military courses),

	organizations and (or) branch			programs for residency training, programs for assistantship - internships Additional professional programs Experience and social and professional recognition at the branch or interbranch level
9	Determination of a strategy, management of complex social and economic processes. Significant original contribution to a certain field of activity Responsibility for the results of activities at the national or international levels	Resolution of problems of a research and project nature, associated with the development or increasing efficiency of complex social and economic processes	Creation of new fundamental knowledge of interdisciplinary and interbranch nature	Programs for training of scientific-pedagogical personnel, who study at post-graduate courses (postgraduate military courses), programs for residency training, programs for assistantship - internships Additional professional programs Experience and social and professional recognition at the national and international level

Modern production and social practice require all employees to be prepared not only for established and pre-determined conditions and hours of work, but also for their frequent updates, various abnormal situations, technological disturbances, social and economic difficulties, and so on. In other words, to be prepared for unpredictable, accidental and unexpected things. Life requires from an employee creative, flexible and professional thinking [4, p. 35–36]. At present, for the training of future specialists, the following technologies may be used, with wide use of computerization and informatization, including remote technologies: developmental, problem-based and discovery training, modular, differential, learner-oriented, competence-based training, and teaching how to creatively develop yourself (for more information see V. I. Andreev [3]).

Recently, the issue of training of qualified engineers, who must master a range of cultural and professional competencies in the process of education according to FSES-3 and FSES -3+, is critical. To recruit a graduate or an experienced specialist for a certain position, an employer has to ascertain whether his/her professional level meets the requirements for this position. To objectively assess a professionalism level, in our opinion it is essential to have unified

assessment tool funds (hereinafter – UATF) for each qualification level, considering the branch and specific corporate nature. UATF, as well as a qualification framework, must be developed by representatives of employers and higher education organizations, and ultimately, they must be approved by the Ministry of Labor and Social Affairs of the Russian Federation. Usage of UATF will help to eliminate the factors of subjectivism and protectionism, while recruiting a specialist for a certain position, especially into government structures and government enterprises. On the other hand, the training of a future specialist will become firmly oriented towards the final result, both form position of a teacher and a student.

Thus, professional qualifications and professional standards become the main component of training future specialists.

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HIGHER EDUCATION REFORMS EVALUATED BY ACADEMIC TEACHING STAFF: RISKOGENIC FACTORS

A.M. Tikhomirova

The author focuses on highlighting "riskogenic" factors in an evaluation of transformational processes in the higher education system. The developed method of evaluating university lecturers' attitudes towards reforms and changes makes it possible to obtain significant theoretical and practical results that demonstrate the need for radical solutions in the higher education system.

Key words: higher education reform, educational risk, transformation risk, continuous education.

The present-day society is often termed as a "riskogenic" one. Such an appraisal is connected to the multitude of transformational processes running in society simultaneously. Risks are usually viewed as dangers, as something that brings about negative consequences. However, many scientists (and the article author agrees with them) state that risks can also be opportunities ensuring positive changes. The Russian Federation joined the Bologna process, a trend in modernization of the educational system, in 2002. This came during a period of anomie characterized by multiple social changes in various spheres of social life in the Russian Federation. The population as a whole and many socio-professional groups were forced to concern themselves with satisfying their basic needs, to seek means of subsistence, and to ensure safe lives for themselves and their families. Therefore, the changes in the educational system did not attract attention immediately and to the full extent. The state withdrew from informational support of the program of reforms in the educational system; therefore, the idea and sense of the changes in progress, as well as their intermediate results, were not made known to the population. Only sporadic comments about the education reforms could be encountered at that time; they were clearly not enough. As a result, during the period of transition to continuous education and the formation of a two-tier higher education system, the majority of the population was out of touch with the situation, and in the face of accomplished facts. As a result, the population began to resist the reform processes. This resistance is looming large. The resistance to reform processes can be felt among the higher school teaching personnel as well. The bureaucratic, formalist and statistical approach to the new educational system is not accepted in modern universities too. This fact can be confirmed by the results of opinion polls as well.

A multitude of system risks arose in connection with the processes of higher professional education reform; the analysis of those risks became a popular research topic. E.g., the risks as hazards to the higher professional education system are analyzed in detail by A.Yu. Kazak and Yu.E. Slepukhina [1]. The authors deal in detail with hazards for the higher school, such as: lack of a positive synergetic effect of merging universities specializing in different fields into Federal Universities, substantial reductions in faculty and staff, the reduced quality of

bachelor degree holders' education (as compared to specialized education) and consequently, slumping demand for such graduates on the employers' part; the hazard of the loss of highly qualified teaching staff by higher educational institutions, and formalization and bureaucratization of the teaching process.

Within the framework of the study "Transformational Risks of the Higher Professional Education System" (Project 13-06-00635) financed by the Russian Foundation for Basic Research, we have elicited the following risks: (1) the risk of noncompliance of specialist training specializations offered by higher educational education to economic needs and the labor market situation; (2) the risk of a loss of specialist training quality as a consequence of universal accessibility of higher education, lack of enrolment competition (the emergence of "quasi-specialists"), because of increased volume of students' independent work when students have poor independent work skills, (3) education modernization risks connected to a different understanding of the meaning and import of the transformations underway by the administrations of the higher educational institutions, teaching personnel, and students, and their low awareness about trends in changes of the higher educational system, (4) education modernization risks caused by peculiarities of the Russian mentality: disbelief in reform results, a tendency to "reinvent the wheel", absence of individual responsibility for adopted decisions and labor results, hoping for a miracle and habitual routines of teaching activities in higher educational institutions, the habit of promoting students in spite of their poor results; (5) the risks connected with non-compliance of the statutory regulation of higher educational institutions' educational activity to the goals and targets of modernization of education; (6) risks caused by teaching staff's poor motivation for modernizing education and working under new conditions; (7) the risk of a shortage of higher educational institutions teaching and research personnel; 8) the risk of teachers' and students' handwaving; (9) the risk of formalized and biased use of the point rating system of students' knowledge and teachers' labor evaluation.

Some aspects of the risks were already described in previous publications. This article concentrates on the risks connected with academic staff's attitude to the reforms and risks occurring because of students' actual educational practices conflicting with the trend of higher education reforms. The article is based on a number of studies carried out in 2014–2015 and devoted to this range of problems (approximately 2,000 people were surveyed). There were mass student and academic staff opinion polls, as well as semi-formalized interviews with the heads of some Yekaterinburg higher educational institutions.

The opinion of the majority of pollees about the present state of the higher professional education was negative. There were the following assessments: 34.8% of pollees believe that the education system is in a "crisis", 28.4% view it as "degradation"; 15.9%, as "stagnation". A few pollees that chose the "other" answer formulated the answers on their own (two persons evaluated the present state of the higher education sphere as an "intentional crackup", one, as a "collapse", and yet another one, as "slavish imitation of the West". Thus, 80.7% of the pollees considered the state of things as negative. Only 8.4% pollees rated it positively: these people considered the state of higher professional education as "efflorescence" (2.3%) and a "rise" (6.1%). Another 2.7% of pollees rated the

situation in neutral terms, naming the present state of the higher professional education system in the Russian Federation as "a period of change" or "a transition period", while 8.2% were undecided.

Expert opinions are as follows: "Our education system is dying," "It is sad to see increasing lagging of our higher education and science as compared to world standards. As long as 22 years ago, the Chinese understood that our education and science research system has nothing interesting or advanced in it any more, and stopped sending their graduates to us." Experts expressed themselves on the subject of reforms in education as a whole: "… it is wrong to focus on the Bologna process only while carrying out the reforms of higher professional education in Russia. The Bologna process is only Europe, and now there are other educational centers as well. Our country must focus on the international experience as a whole," "the reforms are desultory and unsystematic in nature: they do not reach the heart of the matter, and many measures are superficial and haphazard. The reforms in their present form are a disorganization of the education system. We need a longer period for the implementation of reforms, and they must be implemented on a voluntary basis: some universities should scout the path." The experts expressed their opinions about specific components of the higher professional education reform, stressing the fact that only the transfer to a two-tier education system has started working properly for the time being. The first expert considered greater individualization of education schemes, and greater flexibility of the education system as a whole and of graduates as the primary benefits of that transfer.

A number of questions in the questionnaire permit one to analyze changes in the motivation and nature of labor of the teaching staff. An overwhelming majority of pollees (78.0%) considers the motivation of the teaching staff for the implementation of higher education reforms as insufficient. Only one-fifth (21.5%) of our pollees considers this motivation as satisfactory and sufficient. The experts stressed the lack of higher educational institution employees' motivation for active participation in the implementation of reforms. Faculty members assessed the future of the higher school in connection with reforms in the following way: the response that "the Russian higher education system must retain its national identity and harmonize with foreign higher education systems" was the most popular (more than half of the pollees chose it). However, in view of the fact that both responses that were chosen by the majority of pollees mention the national character, and the national specificity of the Russian higher education system, one can conclude that this aspect is of importance for the overwhelming majority of faculty members.

The poll of faculty members permits one to conclude that the inadequate labor remuneration system, increased academic workloads, increased formalization and bureaucratization of academic activity, as well as the decrease in quality of students' prior training (which impedes teaching as well) bring about the dominant negative assessment of reforms, and the low motivation of the teaching staff for introducing innovations to the teaching process. All this increases riskogenity, and creates hazards for future development of higher professional education.

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TEACHER TRAINING IN THE CONTEXT OF CONTINUOUS EDUCATION: A METHODOLOGICAL ASPECT

M. P. Zinovyeva

The modern state and society specify new requirements for educators leading to changes in the educational paradigm in teacher training. The article shows the basic principles and approaches of identifying the elementary school teacher's professional portrait in the context of continuous education.

Key words: continuous education, professional competence, teacher training.

Life-long education becomes a thing of paramount importance. At present, 22% of Russia's adult population obtains new knowledge annually (within the framework of improving skills, mastering new professions, self-education, etc.). In Europe, this figure reaches as high as 48%. The foundation for such "educational behavior" can be laid only at school.

The implementation of continuous education tasks is impossible without the key figure in the educational process. Even self-education cannot always do without the figures of an educator or teacher. A. Disterweg justly stated that "the most important phenomenon at school, the most instructive subject, the most living example for a schoolchild is the teacher himself. He is a personalized teaching method, the very embodiment of the upbringing method" [2]. According to V.F. Chertov, the groundwork for the fundamentality of education is laid at elementary school. Accordingly, elementary school teachers' training must undergo the most radical changes [6].

What personal qualities of a future educator must be shaped in the process of his or her university training so that he or she meets the requirements of contemporary society aimed at modernization of the educational system? When answering such a question, one must take into account the personal and professional aspects of continuous professional education of highly skilled specialists. Let us take the most important aspects into account: the professional ones, competence and creativity, and the personal ones, charisma and individuality. Competence (professionalism) is the sum of necessary professional and general cultural competencies. The ability to act successfully on the basis of practical experience, skills and knowledge in the process of solving professional tasks within the context of a socio-cultural situation characterizes the contemporary educator as a highly qualified specialist. Creativity or creative abilities signify preparedness for producing new ideas and offering non-standard approaches and solutions. Professionalism and creativity presuppose an educator's intuitive understanding of the dangers of maximum standardization and total modeling. M.A. Rybnikova proposed a formula of a teacher's success – "reckoning and inspiration". Therefore, a special role should be given to the emotional feedback of a lesson, to a positive experience that may and must be acquired during school time, especially at the first stage of basic education. Charisma is the ability to prepossess and attract attention. The particular features of an educator's personality are one of the most important stimuli for the shaping of personal results

of education connected with self-development, learning and knowledge motivations, and axiological attitudes. Individuality is an integral property of one's personality, the totality of its individual psychological peculiarities that make it unique and inimitable. It manifests itself in the ingredients of temperament and character, in the specificity of an individual's interests, intellectual qualities, needs and abilities [5].

The above characteristics promote shaping an individual style of an educator's educational work that manifests itself in the relation between tasks, facilities and methods of educational activity and communication of a specific teacher. This requires understanding a teacher's role in the contemporary educational process, and therefore, changing approaches to his or her training in the context of continuous education. We shall proceed from historically changing attitudes towards the educator as a professional.

In the 19th century, F.I. Buslayev, a well-known Russian philologist and educationist (1818-1897), highlighted the following types of teachers: (a) scholastic teachers that adhere strictly to the devices of old rhetoric; (b) teachers-philosophers enthralled by new aesthetic theories that have not become established in science yet, and who are ahead of their time; (c) teachers-historians who speak mainly about facts, and tell schoolchildren about antique tragedies, Dante and Shakespeare (in summary, and poorly translated into Russian); (d) teachers-practitioners who focus extensively on written work; (e) teachers-systematists, a type that is rather an ideal than actually exists [1].

During the Soviet period, the conventional partition of teachers was into subject teachers (at the extreme, lesson-giving teachers) and fosterer teachers. At the second half of the 20th century, the movement of innovative teachers arose. Among them, there were both good subject teachers and talented fosterer teachers. In the late 20th and early 21st centuries, the typology or teachers was updated. The competition "Teacher of the Year of Russia" notably contributed to this. There were special categories of "teacher-researcher", "teacher-fosterer", "teacher-psychologist", etc. It should be noted that no matter what the grounds for eliciting a specific type of educator, the aggregate of a teacher's professional and personal qualities and the requirements of the state and society towards a teacher play a significant role.

Depending on the type of school targeted by the state, teachers training level and the forms of their professional competence improvement will be different.

V.A. Karakovsky thinks that all schools can be divided into three types: "The first type is the school of knowledge, whose main purpose is profound and durable knowledge. The cult of knowledge makes children prisoners of this all-consuming idea. The second type of school is the one for which the main objective is the human being, the child, and his or her development and happiness. The rest (and learning first and foremost!) is a condition of the child's development at school. The dominant type of activity at such schools is upbringing. The third type of schools is made up of schools-institutions. Such schools have no concept of their own pedagogical attitudes. The main goal for them is to fulfill the social mandate (social order)" [4]. It is hard to view the third type of schools as innovative educational institutions. The first type of schools also cannot be the dominant one in the contemporary world because it contradicts A. Disterweg's concept, according to

which "development and education cannot be conferred or communicated to anyone. Everyone who wishes to partake in them must achieve this through his own activity, his own resources, and his own effort" [3]. Therefore, we second V.A. Karakovsky and consider that only a school of upbringing can meet all the requirements of the contemporary information society which must be met to some extent by both teachers and pupils.

Since a teacher is a key figure in the educational process, it is necessary to capitalize on the requirements for his or her professional training. We rely in our practice on the requirements of the Federal State Educational Standards of Higher Professional Education, the Professional Standard of Educators, and the Federal State Educational Standard of General Elementary Education. These regulatory documents determine the principal objectives of training of specialists in the sphere of elementary education. However, the concept of life-long education formulated in the Faurre Commission report "Learning to be" becomes of paramount importance. The vector of future teachers' training is directed towards four "pillars of education": (1) teaching how to learn and use knowledge; (2) learning how to do work; (3) learning how to live together; (4) learning how to be [2].

Accordingly, the following objectives are for the higher professional school in the process of training educators: continuous education as a goal (a teacher always learns!), the ability to work in-depth in one's particular area while having sufficiently extensive knowledge, learning within the framework of both formal and informal social experience how to handle various situations and work in a team; live together, developing and understanding other humans and their aspiration for independence (while implementing joint projects and learning to navigate conflicts); to protect pluralism, mutual understanding and peace; to develop one's personal qualities and ability to operate with greater independence, following one's own opinions and personal responsibility. Education must not ignore any of the aspects of human potential: memory, reason, sense of beauty, physical potential and communication skills. It should be remembered that a future educator (and a practicing one as well!) gains professional skills and educational activities more intensely if his or her personality holds an active stands, if his or her individual practical experience is understood and connected with social and professional experience, if the collective supports and encourages individual creative professional endeavors. Students must be involved in such forms of activity as professional and personal growth training sessions, festivals of pedagogical excellence (such a festival at the Saratov State University is the competition "Step to the Profession"); educationist readings, demo lessons, creative reports, master classes, participation in the activities of various internet communities, etc.

Thus, a 21st century teacher is not just a bearer of a certain amount of knowledge who has mastered teaching and character building methods, but a partner, a companion and a provider in this huge, developing, global information space, an indicator and a guide for children. K.D. Ushinsky's words: "Only a creative teacher, a creative person can educate a pupil of the same kind" are still relevant in this respect.

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THE PROBLEMS WITH CHANGING THE FOREIGN LANGUAGE TEACHER'S ROLE IN THE CONTEXT OF SHAPING A NEW EDUCATION PARADIGM (AS EXEMPLIFIED BY THE URAL FEDERAL UNIVERSITY)

T.P. Rasskazova
Yu.R. Daminova
A.D. Muzafarova

The article deals with the issues arising in the process of transition to new student-oriented paradigms in teaching foreign languages to adults connected with the necessity to review traditional teacher and student roles and caused by the lack of readiness of both parties to the educational process to such a shift.

Key words: the role of the teacher, adults learning a foreign language, student-oriented approach.

The strategic goal of the country's leading universities is to join the global scientific and educational space and to take part in the world rankings of higher education institutions, such as the QS World University Rankings. The internationalization of higher education requires, first and foremost, the development of academic mobility and the publishing activity of the higher educational institutions' teaching staff. To attain those indicators, one must know a foreign language (first of all, English as a bridge language) at a level sufficient for carrying out academic activities, inter alia abroad. Increasing the rate of internationalization is impossible without assuring high efficiency of the foreign language teaching process. For that purpose, it must be modernized rapidly.

Ural Federal University (hereinafter UrFU) faced this same task in preparing the teaching staff for new standards of work in the international environment, improving the general level of English proficiency inside the university on a tight schedule. It became one of the tasks of the joint project between UrFU and Cambridge University. Within the framework of the project, 400 teachers and executives of UrFU underwent training in English courses aimed at passing Cambridge tests of various levels. The practical implementation of such a tremendous task and the creation of conditions promoting efficient learning of English were not devoid of certain difficulties. First and foremost, it was evident that English teachers themselves needed "modernization." In the case at hand, apart from readiness for the application of innovative methods and technologies in the sphere of foreign language instruction, we should speak of adaptation to new roles connected with the transition from traditional teaching to more student-centered teaching, whereby it is not the teacher as an authoritative source of information that becomes the center of the whole process, but the student who is transformed from an object (someone who is taught to) into a subject (someone who learns), and emphasis is shifted from teaching as a simple function of transmitting knowledge to learning [1, 4],

To solve this problem, we used the experience of Cambridge University and the well-tested practical program of retraining for teachers of English: 40 UrFU teachers underwent a CELTA (Certificate of English Language Teaching to Adults) certification course in methods for teaching English to adults. Having been trained within the framework of functional methodology, within the framework of the project they had to reconsider their roles and faced the necessity of changing the functional approach for a role-based one. However, there are certain difficulties that complicate and slow down the process of adapting to new roles. In spite of the fact that Russia is not considered to be Soviet since the 1990s, it is impossible to deny the fact that education is a sector that rearranges itself and adapts to changes rather slowly. At any stage, education must weigh all the pros and cons of any changes because the adopted decisions and changes will subsequently impact the development of all other economic sectors. Twenty years is not a sufficient period for several generations of teachers to change so that new forms of teaching are adopted or the old ones reconsidered.

Overcoming the experience obtained in the process of their own training and adjusting themselves to a new model of teaching turned out to be a great challenge for many people. "The practice of a technocratic, not adaptive paradigm of training, being easier to display and manifest, makes itself known in those who were taught or brought up in this paradigm" [3, p. 11]. In Soviet times, speaking about the different functions of a teacher in the process of training, rather than his or her role, was a generally accepted approach to the idea of pedagogic activity. The concept of a role is by definition closer to the humanistic ideals forming the groundwork or contemporary education than the concept of a function that can be viewed as something "mechanistic" or inanimate. A function is unchangeable and it takes years to shape it, while a role is dynamic and by virtue of its purpose cannot be the same in the circumstances that arise at various stages of the educational process. In this regard, teachers need systemic restructuring, as they must first of all move from mechanic execution of functions to new forms of more flexible "behavior."

In other words, declaring readiness to employ new role positions is not the same as actual readiness to do it. As a result of a questionnaire survey of English teachers we performed, it was discovered that some teachers just never used the skills received in the process of professional retraining within the framework of the Cambridge project. Others find it difficult to realize them in actual circumstances, i.e., their wishes and abilities do not always coincide. Only the most innovative teachers were ready for the transitions. They were able to "play a role" temporarily – to make an analogy with the profession of actors: to come to the fore and to steal the scene in some circumstances and to withdraw into the shadows and play into a partner's hands. Those teachers can work as coaches and help others to master the mechanism of changing roles.

Many foreign (M.S. Knowles, E.F. Holton, R.A. Swanson, et al.) and Russian (V.I. Zagvyazinsky, E.F. Zeyer, N.O. Verbitskaya, et al.) scientists work in the field of the theory and methodology of teaching adults. Characteristic features of adult learners are known well. With regard to the positions of a teacher and a learner, it may be noted that "adults defend their rights to humanization of education more actively, they treat their educational practice more consciously, and they have a broader view of themselves as subjects of the educational process, not its

objects… Adults preclude teachers from manipulating themselves and, because of their independence, treat the relations between a teacher and a learner more strictly and, at the same time, more calmly. However, it should be noted that unlike foreign andragogics, ours has not yet analyzed in detail the roles played by a teacher training adults, thus the problem of present-day Russian science's unreadiness to prepare foreign language teachers to work in the modern educational environment and for realization of adults' personal potential in the process of training. In other words, the concepts of a teacher's role must be modernized. Foreign language teachers cannot limit themselves just to the functions of "quality inspectors" and sources of knowledge. Even if they got the idea of changing the roles of teachers and the need for that process, applying the skills they received can be protracted because students are also unprepared to change their roles to a more active position as someone who learns and not someone who is taught, to the independent search for knowledge.

This brings us to another problem: the students' unpreparedness to accept innovative methods and roles that are inconsistent with their stereotypes when teachers use them. Such a changeover is especially problematic for older students, whose stereotypes of passive behavior in the process of learning activities has become ingrained with years. Accepting a more active position in the process of education means greater responsibility for its results on the part of the student. By no means are all adult students ready for this. It is doubly harder for those students who are teachers themselves, and therefore have ingrained concepts of the algorithms of a teacher and a student's actions that are hard to change.

Within the framework of the experimental Cambridge project, the situation is made more complicated by the fact that the teaching staff of higher educational institutions is one of the most demanding audiences in the sphere of education. They are scientists and researchers that must communicate with their counterparts abroad, speak at conferences, perform scientific experiments, read lectures in English. They carry out such professional activities without sufficient knowledge of English and sometimes do not understand how much their level of language proficiency lags behind the international norms, where the 2+- 1 level by the European scale is a generally accepted requirement for students and employees of highly rated universities. The results of an opinion poll demonstrated that far from all trainees were pleased with the new approach to the organization of the education process, in spite of the unanimous positive assessment of both the course in general and its usefulness and efficiency. Many confessed that they lacked such components of a lesson as a "mini-lecture on grammar": explanation of grammatical forms by the teacher, generally accepted in the traditional practice of foreign language teaching, i.e., the habitual passive role, is the most convenient one for them, probably because it presumes application of lesser efforts and less active involvement.

Although the project aimed at teaching English to the UrFU teaching staff was successful in general and the trainees gave positive feedback, a questionnaire survey of the employees who studied English within the framework of the project brought to light a number of unsolved projects caused by the need for adaptation of all the educational process participants to new roles.

At present, many scientists acknowledge the fact that the changing role of the teacher requires detailed development of technologies for practical application of innovative methods, and this, in turn, is impossible without the teacher mastering a whole range of roles and developing the skills of their changing in class.

The purpose of this article is to elicit the problems arising when a foreign language teacher who works with adult students changes his or her position from a functional position to a role position. This change is necessary to ensure greater student-centeredness of training. The authors tried to systemize the experience they gained within the framework of practical activity in the field of supplementary education for adults. The changing educational environments require that both the teacher and the student change their roles. Foreign language teachers must be a step ahead of everyone else in this respect, because by virtue of the specific nature of teaching and learning activity in the sphere of foreign language they bear responsibility for practical demonstration and dissemination of innovative pedagogical technologies.

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CONTINUOUS EDUCATION
AS A STRATEGIC PRIORITY
OF RUSSIA'S DEVELOPMENT

S. A. Filatov
N. G. Sukhorukova

This article substantiates the conclusion that it is necessary to develop and introduce a new model of education which is adequate to the post-industrial era in the new socio-economic circumstances. Thus the authors consider the dialectical relationship between the process of developing of a knowledge-based economy and the promising educational model - the system of lifelong education.

Key words: human capital, education model, continuous education system, lifelong learning, knowledge-based economy.

Recently, the Russian economy has been in a rather complex situation. It's not just the economic sanctions imposed on our country by a number of countries. The crisis processes that are mounting in the Russian economy are caused by more fundamental factors. Unfortunately, we have to state that the Russian economic system focused on the export of primary resources (most of all, hydrocarbons) has virtually exhausted its further growth potential. It cannot react to global economic challenges adequately. The fact that the relationship between international oil prices and the national level of business activity has become virtually linear is an evidence of the "one-sidedness" of the Russian economy, of the extreme inefficiency of the economic policy pursued by the Russian government.

No matter how important the measures taken by the authorities aimed at solving the current problems, they cannot replace a holistic strategy of national development whose task is to ensure sustainable development and social security of both the state and every citizen. The search for new sources of economic growth and launching the mechanisms of business activity activation is an important component of that strategy. In our opinion, one of the principal drivers of the Russian economy's development is the activation of human resources, and the creation of real conditions for shaping and efficiently utilizing human capital.

The innovative nature of contemporary economic development, the increased non-price competition (novelty and quality competition) in the international and national markets, growing shortage of natural resources and aggravation of environmental problems, bring the main factor of developing the socio-economic system to the forefront: a worker's intellect and professionalism. The need for innovative development of the Russian economy actualizes the development of education as a system of shaping the national intellectual capital and one of the principal spheres of creation of innovation as a vital strategic priority. However, the education system itself must be rearranged radically in order to realize so great a mission. The issue is not the "improvement" and "modernization" of education, but shaping and implementing a new future oriented model of educational system that is capable of creating prerequisites for a socio-economic breakthrough of Russian society. We have pointed out the following fact

in our works more than once: the principal trend of evolution of the educational system under the current conditions is the creation of a continuous education (life-long education) system as a conceptually new educational model that is adequate to the post-industrial epoch [5; 6].

It is worth noting that substantial developments in understanding the phenomenon of continuous education took place at the national level in recent years: from perceiving it as some principle of supplementary vocational education, to characterizing it as a promising model of education. At any rate, the fundamental regulatory documents that regulate educational activities and determine the prospects and the direction of development of the Russian educational system state that enforcement of the human right to lifelong (continuous) education is one of the governing principles of state policy in the sphere of education [2], and the creation of an up-to-.date system of continuous education, training and retraining of professional personnel is considered a priority development objective of Russian education [3].

In our view, the practical implementation of those provisions will not only make it possible to solve a number of critical problems of a humanitarian nature; it will also substantially improve the competitiveness and successfulness of both the individual and the national economy as a whole. The point is that the problem of shaping the continuous education system as a new educational model can be interpreted correctly and solved successfully only in the general context of the emergence and development of an innovative, knowledge-based economy. What is meant here is a dynamic economy that is capable of self-development, that permits efficiently using all the production resources (among which knowledge becomes of a paramount importance), to foster the realization of the national intellectual potential on the basis of development of science and education, and the augmentation of demand for it in the economic system based on modern social relations. A new educational model is both a precondition and an effect of such a type of economy. Firstly, in an innovative economy, continuous innovations and modernization of the sphere of public production presuppose vocational training that is continuous as well. Secondly, the education continuity principle can be realized most completely only in a knowledge-based economic system, in the context of permanent demand for human knowledge and skills.

The educational system implementing the principle of continuity is a mechanism of expanded reproduction of educational services in the process whereof the need for education and personal cognitive and spiritual demands are met, and conditions are created for personal self-actualization and the development of an individual's essential powers throughout his or her life. Accordingly, the principal socio-economic function of education undergoes a substantial change as compared to the traditional educational model: education that previously has been the method of shaping an individual's economic potential and orientation becomes a priority method of expanded reproduction of human capital as a social form of personal economic culture in a knowledge-based economic system.

Human capital is one of the few competitive advantages retained by Russia that are of great significance from the point of view of innovative development. At present, in respect of the share of adult population that has university and

postgraduate degrees (29.8% of population aged from 25 to 64), Russia is on a par with such developed countries as Great Britain (28%) and the Netherlands (29.3%), ahead of Sweden (25.4%) and Japan (25.3%), and only Norway (35.2%) and the USA% (31.8%) surpass it. And in view of the share of the adult population having secondary vocational education (35.3%), Russia is undoubtedly the world leader in vocational education level [1, p. 256]. However, a number of negative tendencies that manifest themselves in the above sphere may effectively devalue this competitive advantage over the long term. The case is not only that the level of quality and accessibility of educational services is insufficient by contemporary standards, but a lack of consistency in vocational education, the need for consistency and interconnection between various levels of vocational education. All the above factors discourage the public from shaping a model of educational behavior that would be adequate to the requirements of an innovative economy. E.g., according to the data of an opinion poll carried out by the specialists of the National Research University - Higher School of Economics, in 2012 only 15% of the adult population of the Russian Federation (aged 25-64) took part in various forms of organized continuous education (formal or supplementary). For reference, in Sweden (2007) this figure amounts to 73%, in Norway (2011) to 60%, in Germany (2011) to 50%, and in Great Britain (2007) to 49% [1, p.35].

Thereby, the task of creating a flexible multilevel continuous education system that would respond promptly to changes in the population's needs for education, and efficiently solve the problems of a socio-economic, political, and moral nature in the interests of a person, the state and society is very urgent in Russia. Ensuring the accessibility of quality educational services, and a transition to continuous individualized education for everyone, is one of the principal tasks of creating a knowledge-based innovative economy.

Shaping a continuous education system is a very complex and time-consuming process. Apart from creating a certain integrated structure from components that were isolated or poorly connected, i.e. educational subsystems of various levels, shaping an adequate organizational and economic mechanism, it presumes institutionalization of continuous education, and its becoming a certain social norm.

The critical steps in shaping the above model of expanded reproduction of human capital in the near term can be as follows: (a) optimization of the shares of the Federal and local budgets in the expenditures allocated for education and personnel training [4]; (b) development of a legal framework and creation of a coordination system of various levels and forms of continuous education (including informal education), with efficient feedback at the federal and regional levels; (c) the inclusion of a new organizational-economic and administrative mechanism into the continuous education system in view of determining the spheres of responsibility for the state and business; (d) shaping a state system of protection of skilled workers' professionalism and the employers' interests (as labor force consumers) by developing state professional standards and the development of a mechanism of enterprise personnel certification as per international standards; (e) creation of information centers (regional and federal portals) ensuring direct communication and feedback between the producers and the consumers of

educational services; (f) the development of an efficient procedure of statistical recording of continuous education, etc.

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LIFELONG EDUCATION CONCEPT
AND HIGHER EDUCATION ESTABLISHMENTS:
SOME LEGAL REGULATION ISSUES
IN THE THIRD POLISH REPUBLIC

D. Apanel
T. Maliszewski

The article presents what place in the legal regulations concerning higher education in Poland was occupied by the concept of lifelong education. The authors show the changes in this area that have occurred since the adoption by the Polish parliament of the Law on Higher Education in September 1990 to the present (ie, the times in which use provisions of the Act of March 2011).

Key words: higher education, lifelong education, the law on higher education in Poland, higher education and adult education.

Introduction. Nowadays, facing the requirements due to global changes and recommendations imposed by the EC, the member whereof our country has been for ten years, Polish universities are obliged to open their doors for unconventional student groups, among them handicapped students (Apanel, Maliszewski 2014, p. 104-106) or elderly people (Maliszewski, Apanel 2014, p. 139-141). Therefore a necessity has arisen recently to adjust the curriculum and the system itself to the needs of those new participants of the educational process. Polish universities have been taking a more active part in the practical implementation in the Polish circumstances of the lifelong education concept (Kula, P kowska 2011, p. 298-312). In this regard, it is worth while to take a closer look at (at least some) changes in the legal regulation related to the functioning of the higher education system in Poland in the last quarter of the century in order to get a complete picture of the successive stages leading up to today's decisions, announced in the title of this article. At the same time we hope that this subject may attract the attention of specialists from other countries, since the way in which Polish universities have come to the realization of the tasks of lifelong education seems typical of many member states of the EU and can be viewed more broadly, also in relation to other countries.

The first years of the Third Polish Republic. The social and political changes which took place in Poland in the early 1990s caused the necessity to change the legal regulation of the higher education aimed at adaptation of the law to the dynamically changing situation. Thus the Law of 12th September 1990 on Higher Education (Dziennik Ustaw 65 of 1990, item 385) was one of the most rapidly executed legal documents not related directly to economic issues (e.g. the Law on the Education System was adopted only a year later). It enumerated the principal objectives of a higher education establishment including: (**1**) "Development and popularization of the popular culture and technical advancement; interaction for disseminating knowledge among the society, as well as care of the students' health and physical development" (Art. 3, Par. 2, item 5); (**2**) "A university can provide the unified Master's training, higher vocational training and additional Master's training. A university may also provide post-graduate

training, post-graduate studies, as well as special training and courses. A university may also provide open-type training for non-enrolled students" (Art. 4, Par. 2); (**3**) the legislator also listed various types of study: full-time education, evening classes, distance learning and external studies (Art. 4, Par. 3), with the caveat that "[...] the basic system of education is the full-time education if the charter of the university does not provide otherwise" (idem); (4) the law emphasized that all lectures at the university should be publicly available, open (if the provisions of the statutes do not impose restrictions in this area) (Art. 4, Par. 1).

In 1990 there were also modifications of the provisions concerning the education of non-enrolled students: (a) "Only a person having the Certificate of Secondary Education may study at a university except that of an open type. The same refers to the studies of non-enrolled students." (Art. 140, Par. 1); (b) the articles of the law relating to scientific and teaching staff state that they are to "conduct research, develop scientific or artistic creativity and improve their skills; teach students and other participants in various forms of training and courses provided by the university; participate in the organizational work of the university" (Art. 99, item 1). The document also defines the authority of university professors following the fulfilment of their duties to improve their professional qualification. They are regulated by Article 110: "University faculty are entitled to the university postgraduate training at the university's expense, as well as to participation in other forms of vocational education; the Minister of National Education determines the scope and forms of assistance in university teachers' postgraduate education and other forms of vocational training. " The Law of 1990 was in force till the end of the 2004/2005 academic year. During its validity (it is worth noting as we find it important) the program of structural reform of higher education related to the implementation of the Bologna Process was developed and implemented in Poland (Frąckowiak 2012, с. 105-108).

Higher education system reform (2005). After Poland joined the European Union its government embarked on a long-cherished general revision of the law on higher education in Poland, as, on the one hand, its principles were to be updated, and on the other - the growing importance of science and higher education for acceleration of the country's development had to be emphasized. Then the old law was replaced with new legal norms – the Law on Higher Education of 27th July 2005. (Dziennik Ustaw № 164 of 2005, item 1365) and decrees adopted subsequently. Art. 8 of the 2005 Law stated: "The university can provide education, post-graduate study, post-graduate training and refresher courses" (par. 1). With regard to post-graduate training, it was clearly stated that the institution can provide it only "to the extent to which the subjects are taught in the university" (Art. 8, par. 6), and if the postgraduate training program goes beyond the university curriculum, this requires "the consent of the minister responsible for higher education, issued after the expert opinion of the Main Council for Higher Education" (Art. 8, par. 7).

The new law expanded, compared with the 1990 law the list of main objectives of Polish universities (Art. 13). According to par. 1 of this article, the main tasks of universities, with the proviso par.2 [...], are the following: (1) teaching students to prepare them for professional work; (2) development of the students' responsibility for the Polish state, the strengthening of the principles of democracy

and respect for human rights; (3) research and development works, as well as provision of research services; (4) training and promotion of scientific personnel; (5) promotion and increase of scientific, cultural and technological achievements, including the accumulation and provision for use of libraries and information collections; (6) learning with the aim to obtain and refresh knowledge; (7) creation of conditions for the development of physical training of the students; (8) activities for the local and regional communities.

Somewhat unexpected in the context of promotion of the concept of lifelong learning in higher education system looks Article 111, which defines the responsibilities of research and teaching university staff. It says, in particular:

scientific and teaching staff shall: (a) train and educate the students; (b) conduct research and development activities and develop scientific or artistic creativity; (c) participate in the organizational work of the university;

teaching staff are required to: (a) to train and educate students; (b) improve their professional skills; (c) participate in the organizational work of the university "(Art. 111).

As one can see, only the teaching staff are required to improve their professional qualifications. The law adopted in July 2005 also confirmed that the lectures at the university are public (Art. 164, Par. 1), as well as the fact that: "The lesson in high school can also be delivered by distance-learning methods and techniques" (Art. 164, Par. 3).

Higher education reform (2011). The Law of March 18, 2011 "On the Modifications of the Law on Higher Education, the Law on Scientific Degrees and Titles, and Artistic Degrees and Titles, and on Amendments to Some Other Laws" (Dziennik Ustaw, No. 84 of 2011, item 455) introduced, in particular, substantial modifications in the process of post-graduate training. Thus, it stipulated that postgraduate training ends with "postgraduate qualifications" (Art. 2, Par.1, item 11), which was defined in the law as follows: "post-graduate qualification means achieving the intended results of the postgraduate education confirmed by a certificate" (Art. 2, Par. 1, item 18i). Art. 13, Par. 1 modified the objectives of the university. One of the main tasks of a higher education institution is worded as follows: "carrying out postgraduate training courses and other forms of training in order to create new skills necessary in the labour market in the education system throughout the whole life" (Art. 13, Par.1, item 6). This clearly shows that legally Polish universities in 2011 were already fully incorporated into the system of lifelong education promoted by the European and Polish political circles, developing in our country.

Conclusion. It should be added that on the basis of the above laws and decrees issued pursuant to them individual universities operating in Poland develop their own internal documents: statutes, regulations, decisions of collegial bodies, orders and others, including the documents describing the mission and vision of individual universities, as well as their development strategy. Increasingly, these documents contain the principles, promoting implementation of the lifelong education idea in a particular academic environment, although the idea itself and its implementation methods in their own environment are understood very differently by different universities (Fr ckowiak 2012, passim.). In light of the above reflections it can be clearly seen that the concept of lifelong education is not only

reflected in the legal documents of the Third Polish Republic concerning higher education institutions, but was involved in the activities of specific institutions operating in the higher education system. Thus, a conclusion can be made that the difference (until recently quite distinct) between academic education and adult education in Polish society is being gradually eradicated. And this situation (probably) exists not only in Poland and other EU countries, but this process can be observed in more and more countries of the modern world.

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LEARNING ORGANIZATION
AS AN IDEOLOGY AND PRACTICE

J. Varila

The ideology of the learning organizations is a compact, marketable and over-optimistic package. It may even prevent us from seeing organization as a learning environment. Instead of repeating oratories about the success of learning organizations, it is important to investigate what kind of learning actually takes place in organizations. We must learn to perceive organizations as a real learning environment. This is demonstrated in the following article with the help of examples

Key words: work as a learning environment, change, adjustment, habit, development

Learning is a natural process in organizations. People learn to work together through making many mistakes. The quality of learning varies. In time, performance becomes more efficient and its quality reaches a constant level. Learning to co-operate is an example of a learning process that cannot be derived from the learning individuals. It is an organizational learning process.

Learning Organizations as an Ideology. Studies on the learning organization can be divided into prescriptive and descriptive. The prescriptive direction offers rules, instructions and advice on organizations should learn. The descriptive direction analyses how organizations actually learn. In the prescriptive direction the learning organization is characterized by strong associations, which form a concise ideological set of views.

Learning organizations are described very positively, creating an image of conflict free working community, family or tribe. On the other hand, the learning organization ideology emphasizes individuality. An individual is conscious, target- and performance-oriented and exclusively responsible for one's own failure. One fails alone and succeeds together with others. Committed, loyal, priorities the common benefit instead of individual benefit – these are attributes ascribed to employees in visions of learning organizations.

The slow change towards a learning organization. Development actions often aim at radical, qualitative changes from one state to another. When this succeeds, the changes are visible and highly appreciated. They are described as success stories. For each success story there are, however, dozens of failure stories which are not advertised.

Yet, attitudes towards the possibility of radical change, even on a voluntarily basis, are cautious. Organizations are usually unable to identify their needs for qualitative changes. Rather they end up in qualitative reforms as a result of an acute crisis. The results of everyday development work are not so easily observed as are the results of success stories.

However, when changes are slow, there is time to adapt them, and even then the development steps taken in an organization during 1-2 years can be surprisingly large. But because one cannot rely on one's memory in observing evolutionary change, an evaluation should be carried out at the initial and final stages of a development process. It gives an experience of achievement ("we did it" –feelings).

The vision of the learning organizations is a selling one. In development project this easily creates an enthusiasm based on false exceptions. The actors don't see how far their visions are from reality. The prevailing situation is seen in a too positive light. This decreases the self-confidence of the personnel to face the challenges of change.

In the following example the development specialist was able to proceed slowly enough. The job satisfaction of the kitchen personnel was remarkably slow. The number of sick-leaves due to psychosomatic factors has increased alarmingly. It turned out that burn-outs, unofficial hierarchies, lack of communication and mutual dislike were common. The development specialist chose to use group discussions as the main development tool. (1) First they mainly try to learn to speak about daily matters, hassles and feelings of work – just expressing the feeling without any evaluation. (2) Then they concentrated more and more to discuss about work matters, just normal hassles and feelings in the very concrete way. (3) In the final step they concentrated on the experiences of joy of work. When the workers learned to communicate to each other, they also get a feeling of predictability, trustworthiness and personal effectiveness. Step by step the process advanced, and after one year, a situation had been reached in which team meetings were working well at the kitchens. The measurement of job satisfaction has increased to the good level. Theoretically slow changes thus proved to be efficient. The personnel had time to adapt to change and to create through their own change a new working culture. If a working community has been building its working methods and own culture for years, it is unrealistic to think that changing them could be quick and easy. Habits are firmly fixed in the many-faceted historical process in the memory of working community, its language, working methods, management and culture.

In learning organization oratory continuous changes are valued as an aim in itself. Old habits and established practices should be uprooted – this interpretation is popular at least in the prescriptive direction. Old habits and practices prevail, however, due to the fact that they have succeeded in the competition between practices. They are winners in the evolution battle for the survival of habits, and therefore in principle are the most viable practices to manage a certain issue. «As a developer we must in every development situations remember to appreciate and respect old habits! They are the determinants of the person's way to observe and what is more, to make sense to the situations and observations».

How to destroy the learning capacity of an organization? There are at least a dozen different theories about the learning organization. All these theories have in common that emphasis is placed on the significance of communication and interaction. The following chart (fig. 1) is an utterly simplified description of the learning process of an organization. However, it catches the essential core: why should an individual communicate about his observations, interpretations and conclusions to others.

Fig. 1
The flow of the learning process in an organization

( ) Activity of an organization	(C) Activities of an individual or a choice not to act
(B) Feedback from others	(D) An individual's observation about the feedback and interpretation of the situation

The flow of the learning process in organization should be made concrete. There was a practice, in one organization where I worked, that the training course planner and the course secretary worked as a pair. It was customary that both of them participated in courses as much as possible. This time, a three-course was envisaged. The teachers of the course were experienced and know the organization well. The active, skillful course secretary said: "I can take care of the tasks of the planner at this course in addition to my own". She would have been able to take care of these tasks. After a few hours, an answer came from the training organization: "It is not possible". This experience evoked strong emotions in the course secretary. She felt herself humiliated. Her professional ability to think had been degraded. The experience brought forth a change in the secretary. She learned better to distinguish the clichés of an imagery reality from a ruthless daily reality. As a result of the experience, she adopted a new attitude towards her work: don't think, don't be active and don't be committed. No one is interested in your true capability and how to make most of it.

Destroying the flow of learning in an organization has serious consequences. In Finland our practice has shown that every larger educational organization should have appreciated, continuous educational product, which creates the image of the organization at the market. Let's imagine that this kind of product has been running very successfully for two years. The feedback from course participants has been exhilarated. During the third year, there is a drop: the feedback lamely positive. There are no other changes. The course secretary is the first person in the organization to see the change of the feedback. From the point of view of the learning organization (the letters refer to Fig. 1), the situation is as follows:

A) The activity of the organization is producing an educational product;

B) The feedback from others has been very positive for the first two years;

C) To notice the change during the third year is an observation that requires courage. The secretary cannot be sure, whether something is really happening or whether she is 'paranoid' or at least over-reacting. If something is happening, it is not certain whether it is significant. In a many-faceted reality it is easy to reject such observations, and it is even easier if discouraging learning experiences have repeatedly occurred in the working environment;

D) It the course secretary has agreed to observe and interpret the significance of her observation, she must decide how to act. From the organization's point of view, active information, communication and influencing would be positive actions. Anyway, it is humanly understandable if she chooses to remain silent. She may think: "as I was not listened to and my feelings were not respected, why should I be active". This means that the capability of the organization to detect changes in its environment is seriously damaged. Lack of activities from the secretary would have delayed remedial actions at least with a

year. Well-functioning interaction, communication and feedback between employees are important prerequisites for an organizations ability to learn. If these processes work well, there is a good basis for learning. It there are problems, the learning capability of the organization is not optimal. The central question: "Why does it make sense for an individual in an organization to communicate his observations and views to others" is often left unanswered.

The need for mutual influencing as a corner stone. The flow of the learning process in an organization is easily stopped at the level of an individual employee. The organization gets such employees as it deserves. Creating a learning organization is thus quite ordinary everyday work. The working reality of each employee should encourage his wish to make observations and interpretations, and to share these interpretations to be discussed with others. I call this wish the need for mutual influencing. The need for mutual influencing is definitely an emotional issue and therefore anchored to the reality, which an individual encounters at work. Know-how and will are the components of good work performance. Know-how can be improved and developed directly by training. Will is an inherent state of an individual, based on the freedom of choice in putting things into action. Will grows, develops or is destroyed as a function of how an individual is treated.

Beautiful speeches may prevent us from seeing factors related to emotions. If an individual is treated with respect, esteem and trust, it forms a solid basis for developing mutual interaction and influencing. If an individual faces suspicion, is belittled and the unnecessarily supervised, the basis for developing mutual interaction is damaged. A positive emotion (pride about success, joy of work, discovering new ideas) is an efficient motivator factor and a reward in itself. In the learning organization, the working environment should thus be perceived as a genuine learning environment. We need to take into account the relationship between an individual and the environment. The learning organization ideology has clearly emphasized the idea of a strong individual. However, this kind of thinking is to some extent outdated and the mainstream of humanistic thinking has already for two decades been shifting towards a more contextual concept of human being. Strong expectations and demands should not be targeted at an individual. This may lead to wrong conclusions about the origin of the problems. The philosophy of learning organization must abandon its doctrine about a strong individual. This is a big challenge – what would be left of the prescriptive direction in this case?

We must finally begin to chart the whole cycle of sustainable work, learning and organizational reality. The learning organization philosophy should concentrate on advancing the learning of directly small functions. The idea of learning organization started from of how the smallest possible function is learnt. Then this easily comprehensible, concise and selling concept started to be applied too widely, and its precise and concrete meaning was obscured. Including emotions in the analysis of the learning processes of functional actions is the most important challenge for the future of the learning organizations philosophy.

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ELDERLY PEOPLE
IN THE SYSTEM
OF ACADEMIC EDUCATION

B. Kromolicka

In the academic society, there is a specific approach to the educational activity of seniors as potential students. At the example of University of Szczecin, which is open for this specific group of students, we can see that in the system of lifelong learning a new element is evolving – university level education for seniors.

Key words: higher education, academic environment, older people (seniors), education in humanities.

Learning to be – that is the main idea of Edgar Faure's report, published in 1972 in UNESCO materials. Recommendations presented therein are still relevant, and became the basis for subsequent reports, including the following: The White Book (1995) entitled "Education and teaching. On the way to a society of students"; the famous report of the International Commission of Education for the XXI century prepared by Jacques Delors for UNESCO in 1996, entitled "Learning: The Treasure Within." In the final thesis of White Book, we read: "The world is now going through a phase of radical changes. Everything leads us to the fact that European society, like any other, is entering a new era – undoubtedly more active and unpredictable than the previous one"; "Education and improvement are an essential reference point for making a complete individual and social identity, thereby ensuring progress in the field of technology and knowledge"; "The formation of the society of progress (...) will become possible when we create a society of students (...) capable of simultaneously modifying the essence of things at the world (global) level and at the same time becoming fully aware of its own nature."[1]. These ideas are especially emphasized in the next report, the Delors' report, which focused on the fact that the primary responsibility for creating the community of learners lies on education – "the creative education that forms a new creative spirit."[2] It entails the well-known postulates of the report: *learning to know; learning to act; learning to be.* On the other hand, with such direction of the educational process, the main goal should be the "Europe of Knowledge", generally accepted as an indispensable element of the consolidation and enrichment of European identity, giving Europeans citizens the skills needed to meet the requirements of the new millennium, for the construction of shared values, and the definition of socio-cultural identity.

The main problem of the modern educational process is undoubtedly a priority of a liberal education of a person - no matter at what stage of ontogenetic development he is. The time allotted to someone for education should serve his improvement in the broadest sense. As shown by Zygmunt Lomny, "Humanity is

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[1] Nauczanie i uczenie si . Na drodze do ucz cego si społecze stwa.//   .   . [W:] Biała Ksi ga.//   . Wyd. WSP TWP, Warszawa 1997, s.77, 78.

[2] J. Delors. Edukacja. Jest w niej ukryty skarb. //   :   . UNESCO 1998, s.18.

making too little effort to improve its personality. Protection of man's universe must be stronger, and it should be urgently expanded. You cannot lose this battle."[1] Thus, in the process of improvement of man, special responsibility rests with the higher education institutions in which the understanding of the value of education is very high. In an academic society, the importance of people's activities, the release of their hidden vital energy, the role of creating an environment and positive experience, the striving to ensure sustainability by enhancing the different needs, and as a result, the desire to create a basis for independent thinking, self-education, self-development and the activity as such.

Over recent years, the educational offerings of universities shifted to enroll elderly people and people of retirement age as students. These usually enthusiastic people are ready for new challenges. The perfectly developing third-age universities do not fully meet the needs of an increasingly active group of senior citizens that are seeking and ready for new beginnings. In this regard, an interesting direction for the development of universities is formed, open for this specific group of students. In Poland, the Third Age University is developing extremely rapidly, and given that the demographics indicate that in this age group there is not expected to experience lack of students, the educational offerings become even more varied and interesting.

In the context of the issue considered, the University of Szczecin can share an interesting experience. Already for two years, Szczecin Humanitarian University for seniors has functioned in its structure (in Polish – Seniora). Szczecin Humanitarian University for seniors (in Polish – SHUS) was established by the Board of the Faculty of Humanities in 2014, which imparted its scientific character onto the initiative, and legitimized its existence within the academic community. Dissemination of information about the University for elderly people or seniors passed through a special section of the site of humanitarian faculty www.shus.whus.pl, as well as through popular social portals. The full-time students involved in the action dedicated to the promotion of a new educational initiative has prepared the data for a Facebook page created, thereby focusing on young Internet users. In such an extraordinary and fun way, the students offered young Internet users the chance to get their relatives of retirement age interested in the educational offer.

Created within the framework of the project, the brochures were handed over directly to the elderly, and the informational posters were hung in public places. Radio Szczecin released information reports devoted to the opening of a new internal university. Additionally, the Open Day of SHUS was organized, where retirees could get free expert advice from different fields of knowledge – from lawyers, psychologists, geriatricians, social workers, nutritionists, police officers, and representatives of the Council for pensioners. During the greeting, each participant received a flower made by students of the science club on social

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[1] Łomny Z., W kierunku edukacji planetarnej. //   (   ) [w:] Edukacja wobec wyzwa XXI wieku. (red.) I. Wojnar, J. Kubin, Warszawa 1996, s.341-386. Kromolicka B., Społeczno-zawodowa rola pracownika socjalnego. Studium z pedagogiki społecznej. //   -   . Szczecin 2002, s. 35.

gerontology. The specially created commission, composed of scientists of the Institute of Pedagogy, recruited the students.

Among the main objectives of SHUS, the following deserve particular attention: (a) promotion of knowledge of different areas of Humanities and Social Sciences; (b) comprehensive revitalization of elderly people, encouraging personal intellectual and physical development of the elderly; (c) spread of gerontological prevention and improvement of the quality of life of elderly people; (d) creation of social capital and formation of public trust; (e) inclusion of older people in continuing education to the needs of the labor market; (f) social activation of the elderly: the development of voluntary workers and self-help ideas, and promotion of the idea of inter-generational solidarity, creating the necessary conditions for inter-generational integration; (g) use of the concept of mentoring the young generation in the educational process (use of the potential of older people in different spheres of life); (h) conducting research with and on the initiative of the elderly; (i) the integration and strengthening of the UTW network in the region as part of the Flying University for the Humanities for Elderly people (FUHE / LHUS).

SHUS participants are elderly people who, seeking their place in life again, for which the pension is not tantamount to dismissal, but rather the opposite - is perceived as a time, which should fill in something worthwhile, new tasks aimed for example, at their own development.

The activity of this extraordinary university is maintained through the project of the Ministry of Labor and Social Policy, entitled "Education of elderly people" ("Edukacja do pot gi Senior"). Under the project, the following lectures and thematic workshops have been held: "Time Travel", sociology, neurodidaktik in education of elderly people, history, safety in a crisis situation, personal safety for elderly people, photography, informatics for the elderly, and more. The educational process for the elderly focuses on activities in the field of the voluntary worker. The training program included lectures on preparation for participation in voluntary service, and active assistance to the elderly and seminars: "Pensioners for pensioners"; "Pensioners for pensioners in hospices"; "Prepare for old age" – workshops for young retirees; "Become a mentor"; seminars for fans of free time (60+); workshops with voluntary work – participation of pensioners in action "teddy bear". The curriculum of SHUS also includes a course on general improvement - fitness, seminars on yoga, Nordic walking and the University pensioner jogging. An additional feature of the educational program is the development of interests and hobbies of the elderly. In this regard, for retired people, lectures on cinematography, theatrical performance skills, fine arts, photography and cooking have been organized. The main purpose of these lectures is capturing events and traditions, that is, the material heritage of this generation.

The results of SHUS exceed the wildest expectations of the organizers. Pensioners perceive with great enthusiasm and dedication the preparation and organization of classes, bringing in the process their personal experience that certainly emphasizes the special importance and value of education throughout life.

DEVELOPMENT OF LIFELONG ENGINEERING EDUCATION SYSTEM

While solving the above problem of staffing, there is a new requirement in the foreground – innovative education as education where innovative ideas of teaching staff form innovative thinking of students systematically creating background knowledge (physics, mathematics, chemistry, etc.) integrated with intensive research and innovative activities. Such a type of education meets the new paradigm: "From the holistic view of the world – to complete knowledge, and through it – to a holistic personality" [1]. The basic challenges are to create new meta-subject content and new learning technologies organically combining scientific research and innovative design with the process of education.

The optimal organizational structure for continuous engineering education may be networking vertically-integrated specialized learning, scientific and innovative systems, including schools, colleges, higher education institutions, institutions of further vocational education (further training), research institutes, engineering centers, etc., where both the process of education and fundamental applied research and innovative activities are carried out. If a certain consensus has been formed relating to the requirements of engineers of the new generation, to the engineering education of the future among scientific and pedagogical society, then a consensus still has not been reached relating to the means of fulfilling these requirements. A characteristic case study: CDIO standards in force [2] and expected training outcomes using the CDIO Syllabus, in fact, constitute a set of challenges received as a result of decomposition of the main target of the CDIO system: to bring engineering education in compliance with the requirements of employers. The means towards this end are in the progress of development and approbation in various universities of the world. One of the topical challenges of such developments is the plurality of requirements to be fulfilled simultaneously within the unified interdisciplinary content and single educational technology. Operational background knowledge can serve as such interdisciplinary content, together with fact-based background knowledge (physic, mathematics, chemistry, etc.) – applied dialectics or the theory of inventive problem solving (TRIZ) [3]. This science created by the Russian scientist G.S.Altschuller and developed by his followers is widely learned in the leading foreign universities due to increasing demand for specialists in this sphere from the side of the leading international corporates that save hundreds of millions of dollars thanks to TRIZ. TRIZ forms the set of the above properties for future engineers in an integrated way. Applied dialectics (TRIZ) includes the instrumental controls of overcoming conflicts in development: laws, methods, standards, and the algorithm (these factors stipulate its operation). Computer programs have been solved for helping to apply these methods (programs of CAI class – Computer Aided Invention –for example, Innovation WorkBench, Invention Machine Goldfire, Innokraft, etc.).

Practice shows the efficiency of applying innovative educational technology TRIZ-pedagogy [4], thereby integrating TRIZ learning with other subjects. The authors [5; 6] have proposed knowledge invention methods and innovative projects that spread TRIZ-pedagogy at all stages of the process of education. TRIZ-pedagogy may be successfully applied to all parts of the continuous engineering education, starting from schools, and not only from the higher grades. The knowledge invention method is that each system to be learned within each educational program is to be re-developed by TRIZ intellectual tools, as a result of

overcoming any conflicts in the process development in the previous system. The innovative project method is a definitely structured unit of project and fundamental education with TRIZ.

The studies undertaken have shown the similarity of patterns of overcoming conflicts within technical, not human made (natural) and social systems [7]. It allows for applying the knowledge invention method for training engineers when learning not only technical, but also science-based and humanitarian disciplines and subjects. TRIZ-pedagogy has properties of educational technology for sustainable development that are accepted by UNESCO [8; 9].

One of the problems of forming engineers of the new generation is the unreadiness of the large part of teachers of higher education institutions and institutions of other stages of education to apply the above innovative and deductive technologies. Thus, it is important to solve this problem while improving the professional development improvement system.

In summary, the following conclusions can be made.

(1) The development strategy of continuous engineering education is connected to solving priority problems of postindustrial society: answers to global challenges, provision of national protection in the broadest sense, implementation of state industrialization, transfer to the sixth technological pattern and global competitive state growth in the field of equipment and technologies, implementation of the principles of sustainable social development, creation of human potential in innovative economy. To effectively solve the above problems, the following is required: following new federal state educational standards, international standards, professional standards, criteria of international accreditation, and specific requirements of strategic partners of higher education institutions. It is required for formation (modelling) of the environment close to future professional activity: electronic enterprises, electronic training centers, etc. It is important to use social intellect when improving education programs.

(2) In schools, colleges and universities, the process of education in the coming decades will be changed not only in regard to infrastructure of educational institutions, creation, based on the universities, of integrated learning, scientific and innovative institutions (included into territorial and industrial field clusters), engineering centers, and actualization of the content of education, but also in regard to educational technologies that allow for quickly increasing the quality and availability of the process of education. Approbation of the above technologies shows the possibilities for creating intellectual ownership within re-university education [10] that is required for the relevant regulatory regime which is in progress.

(3) Among the competences to be formed for future engineers, competences allowing for generation and further implementation of new ideas for creating various science-based systems and equipment are of great importance. TRIZ ideas also have potential in this regard, as they are successfully applied in many leading universities of the world and state.

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ON CERTAIN GLOBALIZATION TENDENCIES IN RUSSIAN CONTINUOUS EDUCATION

I. S. Nosova

The article considers trends in the global and Russian educational space; forms of cooperation between institutions of different levels that influence the development of educational space; the problems of implementing international legislation on continuous education as a supranational educational process.

Key words: educational space, continuous education, globalization, integration.

In the educational practice of our country, globalization changes have had an impact on the forms of interaction between educational institutions, cultural and research institutions, and industrial enterprises. The majority of contemporary higher educational institutions operate in coordination with industrial enterprises and research divisions. Joint subdepartments are set up; they are often headed by production facility managers. The latter makes education practice-oriented and highly efficient. A new prospective experience is created on the basis of such an educational process. Higher educational institutions' cooperation with research organizations engaged in fundamental theoretical research has become a deeply rooted tradition and a mandatory requirement in evaluation of a higher educational institution's efficiency. Three components (a higher educational institution, an industrial enterprise, and a research organization) form a university complex, and a technology park may emerge as well in the case that other institutions (state, municipal, economic ones) provide their support. Secondary and elementary educational institutions make use of higher educational institutions' experience and also aspire to fixing multilevel links (a kindergarten – a school, a school – a higher educational institution, a kindergarten - supplementary education, a school – supplementary education, a school – a higher educational institution – an industrial enterprise, etc.). The examples presented above clearly demonstrate various levels of educational space integration, proving that integration is an inseparable quality of globalization processes in education.

A common system of approaches, principles and procedures in education must become a global paradigm for the contemporary educational space that is essentially very heterogeneous. However, at present, it is possible to elicit only the tendencies in the context whereof the global educational paradigm takes shape, and a multitude of contradictions that arise in the process of the infiltration of globalization in the Russian educational system. Since such an infiltration is caused by changes taking place in society, an active search for social landmarks is permanently underway. Such landmarks must take into account both the continuity of historical development and the necessity for setting an objective that is capable of uniting state, social and personal needs, as well as the interests and achievements of global civilization and the uniqueness of Russian culture. The definition of contemporary education as a purposeful process of upbringing and teaching in the interests of

educational process is the coordination of state, public and individual needs of a person for education as a deeply perceived need. As a consequence, we need a strategy of new organization of the educational system that would take into account a multitude of educational needs conditioned by the requirements of postindustrial society.

A worldwide tendency forming a new paradigm of education is "greening" of education in all professions. It is commonly believed abroad that within the framework of continuous professional education there are "enriched" general skills drawing on general skills acquired in the process of education for sustainable development, skills determining one's ability for employment, as well as "green" skills that can lay the foundation for maintaining educatees' and students' educational potential needed for continuous education. Those general skills are needed for specialists working in virtually all professions for understanding and assessing the problems and requirements of "green" values. The development of those skills in the process of vocational education facilitates training of future personnel in understanding the problems of "green growth" (including environmental, social and economic aspects), interpretation of nature protection legislation, improving the efficiency of utilization of energy and natural resources for supporting the processes of greening the economy. The actual "green" education must include at least three components: the social, the economic and the natural component. This presupposes "education for sustainable development". The natural component is the predominant one in the environmental education plans of Russian higher and general secondary educational institutions. But there is a concept of "environmental culture" in Russia. This concept is very deep-rooted and draws on spiritual upbringing. This is much more easily perceptible for the Russian mentality. As for the environmental culture, this concept is much wider than the concept of "education for sustainable development" that is generally accepted abroad, since apart from the environmental, social and economic aspects, it also includes such an important aspect as the spiritual and moral one.

The Bologna Declaration of Adoption of a system of easily readable and comparable degrees of June 19, 1999, presumed the creation of a" coherent European higher education space" [3]. Russia joined this process in September 2003. One can state that many tasks have been fulfilled by 2015. As it was stated above, more close links between higher education systems and scientific research are being established everywhere. A switchover to a two-cycle (tier) system consisting of undergraduate and graduate courses has been carried out in both Europe and Russia. The mobility of students, and teaching and administrative staff, is, of course, more actively supported in Europe, since the European Credits Transfer System (ECTS) plays an important role in the promotion of student mobility and development of educational plans, but many higher educational institutions exchange students and faculty members in Russia as well.

The "adoption of a system of easily readable and comparable degrees" [3] still remains a distant prospect for Russian education, while starting from 2005 European higher educational institution graduates get a Diploma Supplement "issued in a widely spoken European language" [3] and therefore, the transparency and flexibility of higher education grade systems for easier employment and easier academic recognition for further education is provided for them already.

Nevertheless, both Russia and the European community still have to accomplish some tasks. The enhancement of social cohesion and a reduction in social and gender inequality on both national and European levels may be promoted by the development of special programs whose realization must be entrusted not only to educational institutions but to civil society and state organization as well. The problem of higher education quality remains arguable. Sometimes Russian higher educational institutions demonstrate a truly academic education level. There are many things others can learn from us. But the task of precedence of academic values has not yet been accomplished everywhere.

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HOLISTIC EDUCATION
AS A CONDITION OF SUSTAINABLE
SOCIAL DEVELOPMENT

N. N. Peretyagina

Sustainable social development is possible under the condition of sustainable (constant, evolutionary, "green") development of a person tasked with providing continuous education. The purpose of this article is to present complete education as a condition of sustainable development of society. The article is intended for a broad range of experts, as well as for those interested in matters of self-development and social development.

Key words: sustainable development hallmarks, holistic education.

Sustainable Development Hallmarks. It is known that development that satisfies the present-time needs but does not jeopardize the future generations' ability to satisfy their own needs is termed as a "sustainable" one. The range of problems of sustainable development of human civilization is designated in the regulatory documents of the Russian Federation by such concepts as "environmental degradation", "biosphere destabilization", "disintegration of the biosphere and the loss of its ability to sustain the qualities of the environment that are necessary for life" [5]. It is planned to overcome the crisis "on the basis of shaping a new type of relationships between humans and nature that would exclude the possibility of destruction and degradation of the natural environment" [5]. Therefore, *a new type of relations between humans and nature* is designated as one of the hallmarks of sustainable social development. A specific feature of such relations is the exclusion of the possibility of destruction and degradation of the natural environment. To stop destroying the natural environment, humans must, first and foremost, stop destroying themselves and other humans as parts of the natural environment. The behavior model of a "conqueror" must be replaced by that of a "creator", since the "conqueror" model leads humans to degradation.

Sustainable development means a kind of development when "needs are satisfied without injury for future generations" [4]. Therefore, the next hallmark of sustainable development is the *satisfaction of needs,* in our context, *educational* needs. Whereupon environmental dictionaries stress the fact that in English-language literature, the world *sustainable* is understood as a "very soft sustaining control", presuming "the development of a region through self-organization at framework external support preventing the possibility of its transition to a state of irreversible environmental degradation" [4]. Since the system theory permits us to consider a human as a part of a biosystem, the *"development through self-organization"* hallmark applies fully to human beings as well.

Thus, analysis of the definitions of the *"sustainable development"* concept permits one to elicit three of its hallmarks: a new type of relations between human and nature, meeting personal needs, and development through self-organization. How should education implementing the three above hallmarks look?

A new type of relations between humans and nature. A person encounters contradictions and problems in his or her everyday life. In compliance with the principle of social ecology, the person learns to think globally and to act

locally. Whereupon we should state that only a holistic person can ensure the integrity of his or her own existence and the existence of his or her living space. The development of a holistic personality takes place during the period of formation of the information society. Its nature is non-linear, it is conditioned by the uniqueness of the country and the ethnos to which people belong, as well as by the level of their development. The situation is aggravated by information redundancy, the individual's inability or poor ability to pick necessary information from the information flow, and by various deformations of his or her personal structures. All the above factors impede a person's socialization in the context of formation of the information society. How should a new type of relations between humans and nature be formed under those conditions?

Under the above conditions, every individual as a social subject may need a mediator, or he or she must become a mediator him- or herself. The latter option of a social situation seems more preferable. How should a social subject become (and act as) a mediator in relations between a human being and nature? An individual task is to become more mature from the social and spiritual points of view in the process of resolving conflicts of a specific social situation. To that end, one must be able to *see* the conflicts of his or her development and social development and to *resolve* them. Therefore, a social subject in information society is to play the roles of *his or her own mediator* in the process of socialization and *a mediator in a multicultural social space.*

We understand mediation as "a process in the course of which individuals think over the conditions of their existence so that those conditions eventually change, shaping a somewhat different nature of being" (2, p. 149). The content analysis of the concept of *mediation* permits us to conclude that mediation as a process performs four *functions*: (1) a *descriptive* one (the model of the present state); (2) a *forecasting* one (the model of the desired state); (3) a *projective* one (determining the mechanisms ensuring transition from the present state to the desired one); (4) an *educational* one (the transformation of a social situation into an educational one, making sense, getting education from life). The socio-pedagogical "keys" of mediation are as follows: "life as an object of study", "self-consciousness", "socio-cultural environment", "a situation as development", "a holistic personality", "harmonization of relationships". An education fulfilling the role of mediation is a holistic education that ensures the integrity of an individual and his or her being, an education that determines the *way of life* of an individual.

Holistic education pursues the   objective of creating a holistic (self-conscious) personality in the process of his or her socialization and acts as a principle and method of mediations on the following grounds: (a) it discharges the above mediation functions; (b) it manifests self-consciousness – the mechanism of thinking over life (the mechanism of mediation); (c) life is a subject of learning (a subject of mediation); (d) transformation of living conditions (the role of mediation); (e) projecting the desired state of some system on the basis of its present state (the principal method of mediation); (f) harmonization of the relations of a social subject with him- or herself and the world (the purpose of mediation); (g) the formation of a new social situation, new qualities of a social subject, and the integrity of his or her being (the result of mediation).

Educational practice demonstrates that holistic education discharges its mediative function because its purpose is to harmonize an education subject's relations with him- or herself and with the world. Thus, in order to shape a new type of relations between humans and nature, and thereby act as a condition of sustainable social development, education must be holistic (mediative): it must ensure resolution of conflicts of personal and social development.

Satisfaction of Educational Needs. A person's educational needs must be known to the person (the education subject) him- or herself and to those who ensure those needs with him- or herself, so that those needs might be satisfied. As a rule, formal implementation of standards without regard for the needs, abilities and potential of an educatee is inherent in the educational practice of the mass school (in the general sense of that word). In this case, teachers act as "false gurus" who "pile" all the volume of the material under study on the disciple without reacting to his or her needs. How can one become a "true guru" who meets the disciple's needs and gives him or her as much as needed (necessary and sufficient)?

The satisfaction of educational needs in holistic education is ensured by a number of its components. First and foremost, this is the individual education route of the education subject in question: a unique self-development path inherent only to the person in question in the educational space, implemented on the basis of conscious choice by the subject of the principal components of his or her education. An individual educational route consists of acts of an individual's self-propulsion in the educational space. Secondly, self-projecting: the subject of education determines him- or herself what kind of person he or she wants to be and what he or she must do for that. Thirdly, the content of education: the issues of life in the actual social being of the education subject. Fourthly, universal holistic activity understood as the activity of an education subject carried out directly in the situation of education, based on the principles of necessity and sufficiency and comprising the following components: humanistic, co-creative, aesthetic, ethic, philosophic, psychological. Fifthly, the result of education: the educational product comprising increased competences, transformed personal qualities and products of creativity. Thus, a person with different qualities becomes the result of education. Sixthly, values act as the focus of holistic education. In the process of self-creation, proceeding from a personal system of values, an education subject masters cultural values, corrects and enriches his or her personal system of values, and retains and improves his or her physical, psycho-emotional, social and spiritual health.

Thereby, holistic education takes account of the potential and abilities of a subject of the educational process, as well as the place, time and circumstances in which he or she acts, thus creating conditions for the satisfaction of a person's educational needs. A subject takes what is necessary and sufficient; this is a hallmark of sustainable social development. Finally, a person's educational needs are satisfied in the process of his or her self-development and self- organization.

Development through self-organization. According to control theory, self-organization is the highest level of organization. Acmeology considers this to be a mark of personal maturity. From the acmeological point of view, self-organization is "coordination, harmonization and creation of an individually optimal personal and

psychic system" [3]. Self-organization is ensured by the development of personal self-consciousness comprising self-cognition (what kind of person am I?), self-identification (who am I in this situation of interaction?), self-determination (where am I? why does this situation need me and why do I need it?) The strategy of holistic education, an education subject's ascent through the levels of integrity in the process of evolutionary self-development, is implemented through enrichment of a person's experience by his or her making sense of everyday situations in a socio-cultural educational environment. The hallmark of a high-self-organization is "active self-creation as a personality, personal growth and development" [3], since the mechanism of holistic education is self-projection as creation of a different image of oneself including understanding of the actual state and current conflicts, the accumulation of methods of changing the state, resolving conflicts, modeling a desired image of oneself, and implementation.

The understanding of contradictions of one's own development and social development is ensured by the second group of tasks: organization of the educational process on the basis of principles of personalization, dialogization, problemization and variability, assistance in the development of such personal qualities as communicative competence, rapport, empathy, sympathy, solidarity and cooperation. Thereby, as one goes along the road of evolutionary development, one acts according to the "do no harm" principle, ensuring one's own sustainable development and that of the society.

Thereby, an education that is holistic and therefore mediative, health-preserving, based on self-consciousness and the self-creation of an individual, implements the three above guidelines and therefore serves as a condition of sustainable social development.

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ISSUES AND PRIORITIES
FOR BUILDING THE HUMAN CAPITAL
OF THE RESEARCH
AND INNOVATION INDUSTRIES

S. A. Ivanov

This article presents the research results of problems of the scientific and innovative sphere's staffing and development of human capital. Data on the economic activities of the population in north-west Russia and the structure of professional training of specialists in higher education institutions of St. Petersburg are provided, as well as the assessment results of the human capital quality. Recommendations regarding the priorities and approaches of the professional education system's modernization are presented.

Key words: innovative economy, scientific and innovative sphere, higher education, graduates, human capital, economic activities of the population, labor market, skills, competences, dual system of professional training.

One of issues of the economy and especially in the research and innovation sector is a lack of qualified specialists, especially young scientists. There are a lot of reasons for this, but let us list the key ones. *Firstly* – negative demographic trends. *Secondly* – the lack of human resources is partly due to the low economic activities of the population, especially young people. It is evident that there are many factors which contribute to a decrease in economic activities: on one hand, people feel desperate to find a proper job, if there is a lack of any work in their places of residence; on the other hand, they can live at the expense of their families or on other incomes without having a job. However, the reduction in economic

activities, even if they have the required abilities and professional knowledge (76.3%).
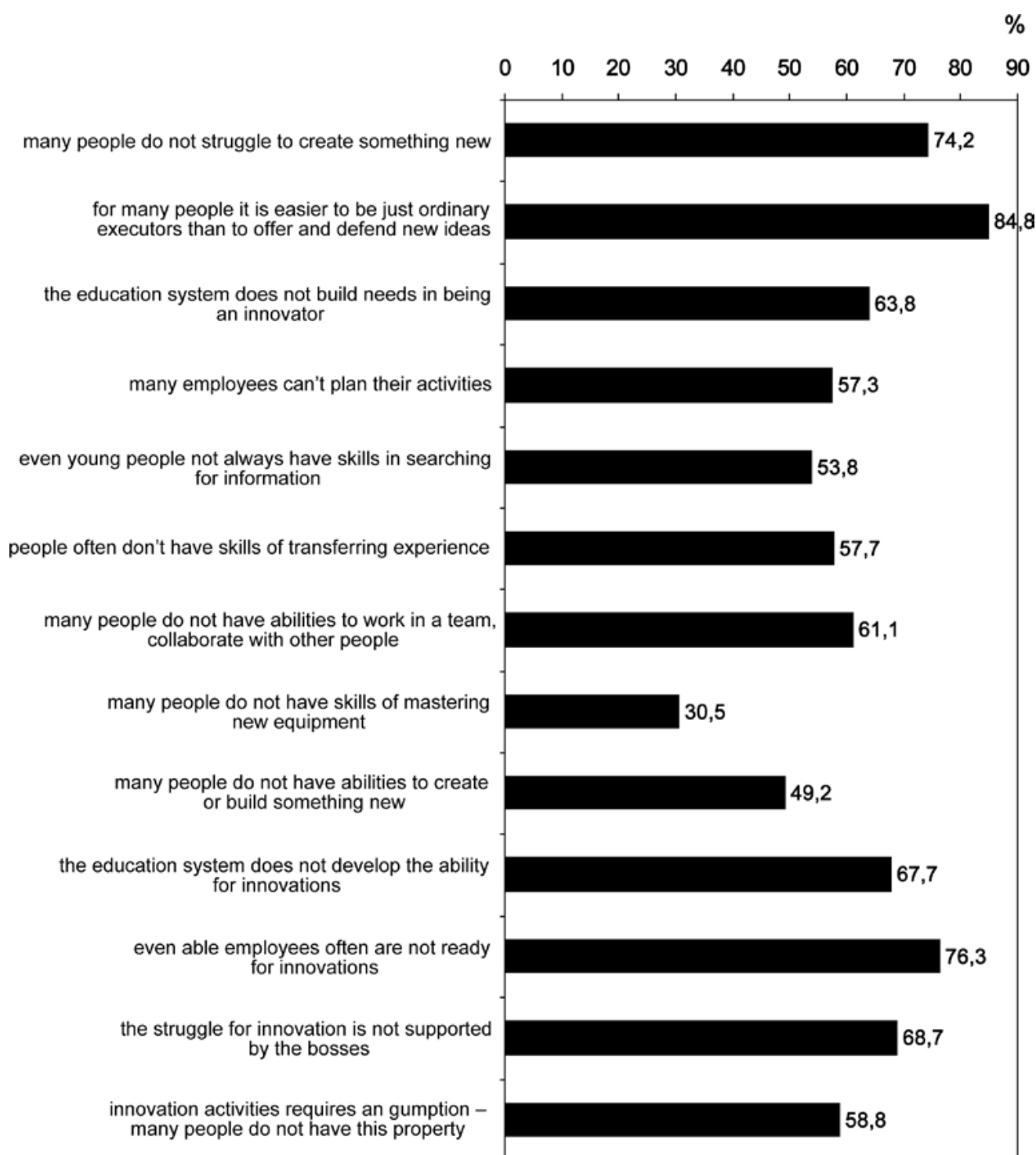
Figure. Experts' opinions of the main faults of the human capital, and obstacles to a higher level of initiative and creativity (the sum of those who "agree" or "rather agree" with a statement)

Another important fault of modern human capital is the lack of desire to search for something new, or to create a new quality (74.2 %).

Another reason for the deficit in human resources in the research and innovation sector is poor working conditions offered by the sector itself. For

example, the research and innovation sector can hardly boast of high compensations for their employees as compared with the fields of management, finance and advertizing. Also, many graduates regard professional and career development as an important factor. But as many studies show, a lot of graduates consider the prospects and opportunities for career advancement in the research and innovation sector as vague.

These factors are also supplemented by others, first of all associated with the image of the research and innovation sector, and working conditions.

We believe that in order to increase interest in innovation activities and readiness to work in this sector after graduation, we must change the structure of the education process. The vector of change is the development of practical work, and work on the implementation of real innovation projects (better at companies themselves) as well as at small innovative enterprises.

One of the models of educational processes, especially for senior students, can be the establishment of a dual system of training, such as the one that exists in Germany, or in technical universities in the USSR. In any case, it must be an educational process combined with the development of practical skills, abilities and knowledge, which develop more easily in real working teams.

As a whole, we can say that on one hand the system of higher vocational education needs to function as a continuation of the modernization process, and on the other hand the research and innovation sector needs to develop more attractive conditions for young specialists, and change the image of research and innovation organizations, moving away from the image of low salaries, which is important for graduates.

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THE PARADOX OF LIFELONG EDUATION:
THE MATTHEW EFFECT

V. A. Kononova
V. V. Obidina

The article focuses on the problem of human capital gap between young, employed and high-qualified adults, and the unemployed and low-qualified, all of whom are participants of lifelong learning process. It also considers net partnership as a tool for bridging the gap.

Key words: human capital, the Matthew effect, language center UNICOM TEMPUS, network partnership.

Among the reasons stimulating the growing interest in lifelong education, there is the growth in unemployment and its social consequences. Broad interest groups (business, government, universities and NGOs) of all countries discuss the possibilities and prospects for this kind education at different levels. The conventional opinion is that lifelong education is beneficial to society, especially to persons exposed to unemployment, restructuring and career advancement. A special role in providing lifelong education in Europe is given to universities. The European Universities' Charter on Lifelong Learning developed by the European Association of Universities in 2008 is a strategic document for many initiatives: "European universities will respond positively to the increasingly diverse demand from a broad spectrum of students – including post secondary students, adult learners, and professionals who seek to up-grade skills for the workplace, and senior citizens taking advantage of their increasing longevity to pursue cultural interests" (Charter, Article 2).

Taking into account the diversity of program documents, and the many resources allotted to programs of additional training and retraining to urge lifelong education, we can hope for achievement of good result and progress on the labor market. Nevertheless, some studies show not so promising results of this type of education as compared to traditional education. What is the reason for this imbalance? A number of European and US researchers (Knipprath, H. & De Rick, K.) confirm that young, qualified working professionals are more active and effective recipients of new knowledge as compared to older unemployed and low-qualified persons. Recipients of lifelong education differ not only in their age, professional status and human capital, but also in their social and demographic properties such as their sex, origin and ethnicity. Institutional, situational and psychological barriers lead to an increase in this gap between recipients of lifelong education.

If we transfer this phenomenon to another system of coordinates and take into account the factor of human capital, we can state that a part of society functions in an efficient way, while the other is inevitably behind. Human capital means the totality of knowledge, skills, and abilities used to satisfy needs of a person and the society as a whole. This term was coined by the US economist Theodor Shultz in 1961, and his follower, Gary Becker, substantiated the efficiency of investment in human capital and formulated his theory of the economic

background of human behavior, and was awarded the Nobel Prize in Economics in 1992. The results of these studies allow us to make a conclusion about the paradox of lifelong education exposed to the Mathew Effect: the phenomenon of unequal distribution of advantages when a party owning them accumulates and multiplies them, while another party, initially deprived, has lower chances for success. The term was coined by the American sociologist Robert Merton based on the Parable of Talents in the Gospel of Mathew: "…For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken even that which he hath". (Mathew: 25-29). Therefore, the imbalance between persons with a high level of human capital and those with a low one will increase.

The network educational partnership can be a tool to reduce the gap between the mentioned and other target groups, including groups with a high level of social isolation. Examples of such collaboration are: the university network of language centers (UNICO – University-Career-Opportunities) created under the EU project by six hub universities of the Siberian Federal District, two universities of Kazakhstan, three universities of Tajikistan supported by three European universities (University College London, Charles University in Prague, and the University of Córdoba, Spain), and many other interested parties to teach target learning groups of these regions in foreign languages to obtain new professional opportunities and provide personnel. The network partnership is united by a unified mission, unified objectives and goals, innovative programs and resources, as well as propositions of centers for further application of new knowledge for professional and personal development under the partnership and beyond.

The social and psychological comfort demanded by certain target groups can be provided through two approaches (Balatti& Falk, 2002; Putman 2000). The *get by* approach provides for bonding ties between close people, creates a zone of comfort without stresses, and mobilizes solidarity inside the group and builds a feeling of security among the students. The second approach, the so-called *get ahead* approach provides for implementation of new technologies to improve the performance of systems (bridging ties). For the UNICO partnership it is the linking tie between separate units of the system, learning stresses, internal and external lines, and information penetration.

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THE NON-GOVERNMENTAL UNIVERSITY CLUSTER IN THE SYSTEM OF LIFELONG PROFESSIONAL TRAINING: REGIONAL MONITORING

T. V. Prok

The paper examines features of the territorial structure of the nonstate higher education cluster in the continuing vocational education system.

Key words: nonstate higher education, continuing vocational education, cluster method.

One of the least known areas in the system of lifelong professional training is the study of the structure of the non-governmental sector of higher education. The cluster approach can be applied to study the organization of the non-governmental sector of higher education in the lifelong professional training system, which allows a comprehensive examination of the changes occurring in the sector's structure.

Three main stages may be singled out in the growth and development dynamics of the non-governmental higher education cluster in the lifelong professional training system.

The 1st stage (1990-1994/1995) was the rise of the first non-governmental higher education establishments in Russia. Their rise coincided with the process of formation of the lifelong training system, and was originally aimed at working within the framework of the lifelong education concept implementation. There were 45 non-governmental higher education establishments in Russia in 1991. After the Law of Russian Federation on Education was adopted (July 1992), which provided for creation and equal functioning of educational establishment of different organizational and legal forms, and gave legality to the term "non-governmental educational establishment", the growth rate of non-governmental institutions increased. Their number grew 4.3 times in 1992-1995, and reached 193 in 1995, initiating the formation of non-governmental higher education cluster in the system of lifelong professional training.

The 2nd stage (1995/1996 – 2008/2009) featured rapid growth in the number of private universities, and the formation of non-governmental higher education as a subsystem alternative to the governmental system. In the structure of lifelong professional training, private universities have become real competitors to state universities in the group of humanities in a relatively short period of time, and have occupied their own niche in other areas of areas training as well. The growth dynamics of the non-governmental cluster before the crisis remained positive. During the period starting from 1993/1994 and up to the beginning of the critical stage in 2008/2009, the number of private universities in Russia has increased from 78 to 474, or 6-fold, and their share in the total number of universities in Russia for the period was 41.8%. The number of students in them increased from 70,000 to 1,293,300, or by 18 times, and their share in the total number of students of the Russian Federation was 17.3%, reaching its peak. The rapid and largely chaotic extensive development of the non-governmental higher education cluster has given rise to a number of growing pains, the most acute problems being: the

instability of the structure, and a high degree of separation of private universities and the related problem of the quality of training, which in many ways foreshadowed the advent of the critical stage.

The 3rd, and critical stage, has gone from 2008/09 to the present. Upon reaching the maximum value of the main quantitative indices in 2008/09, the subsystem of non-governmental higher education entered a critical stage of its development. The beginning of the critical stage was in 2008/2009, after the global economic crisis that swept Russia in the autumn of 2008. As a result of the economic crisis, the effective demand for services of private educational institutions was reduced significantly, which led not only to a reduction of the growth rate, but also to the closing of a number of private educational institutions. The onset of the crisis in the growth and development dynamics of the non-governmental higher education cluster state was proven by the following important circumstances.

Firstly, the negative dynamics of the basic quantitative indices. The number of private universities decreased from 474 to 437 from 2008/2009 to 2012/2013, and the number of enrolled students of private universities decreased from 1,298,000 to 930,000, while admission to private universities fell from 279,000 to 186,600, or almost twice. The negative trend, we believe, will continue in the future, as evidenced by the following key circumstances.

Secondly, the critical demographic situation in Russia, with an annual reduction in the number of high school graduates, will continue until 2020 according to demographic forecasts. The demographic situation has significantly exacerbated the competition between governmental and private universities, and has negatively affected the admission dynamics and the number of students in private universities.

Thirdly, the overproduction of humanitarian specialists in regional labour markets, who are trained mainly in private universities.

Fourthly, the internal contradiction of the structure of the non-governmental higher education cluster. The structure of the cluster is very heterogeneous and unstable, has financial and management risks extrinsic for the governmental education, has large industrial and territorial (regional) differences, and a high degree of differentiation. Private universities range from the most efficient non-governmental universities, which are adequate competitors to the state governmental institutions of higher education, to the worst "commercial higher schools" aimed only at commercial gain, with a large interlayer of other non-governmental universities, which are differently organized, implement different strategies, have different starting stories, a different personnel composition, etc.

The fifth most important factor is the modernization of the higher education system in Russia, which optimizes the network of higher education institutions. Since 2012, the Ministry of Education and Science of the Russian Federation has been conducting annual monitoring of universities' efficiency. Participation in this monitoring has become mandatory for private universities since 2013. According to the monitoring results, the Ministry of Education and Science of the Russian Federation is reorganizing the inefficient private universities in order to improve the overgrown network of non-governmental institutions and their branches. By eliminating uncompetitive private universities, the sectoral and territorial structure

of the non-state cluster in the lifelong professional education system is narrowing. To analyze the changes taking place in the territorial structure, it is indicative to look at regional monitoring of federal districts in terms of development and dynamics of non-governmental higher education (the number of private universities, number of students in them, admission and graduation figures) at the critical stage, 2008/09 to 20012/13.

<div align="right">Table 1</div>

Development of the cluster of non-state higher education
in federal districts of the Russian Federation in 2008–2013

Federal districts	2008\2009				2012\2013			
	Number of higher education institutions	Number of students (thous. pers.)	Matriculation (thous. pers.)	Graduation (thous. pers.)	Number of higher education institutions	Number of students (thous. pers.)	Matriculation (thous. pers.)	Graduation (thous. pers.)
Russian Federation	474	1298.3	279	233,2	437	930.1	186.6	271.9
Central (Moscow)	228 166	607.5 419.5	119.4 80.3	106.7 75	212 147	410.1 233.2	73.9 41.6	138.8 93.6
Northwestern (St. Petersburg)	54 41	114.8 58.6	27.9 15.7	21 11	45 36	88.6 46.1	17.7 9.5	22.3 11.5
Southern	39	96.4	22	18.3	38	72.1	14.9	18.9
North Caucasian	34	58.9	12.4	11	32	48.6	10.1	11.6
Volga	51	226.4	52.6	41	44	159.6	34	43.4
Ural	22	80.1	17.4	14.1	23	57.1	11.8	13.9
Siberian	33	87	20.1	16.5	33	72.7	19.4	17.9
Far East	13	29.4	7.2	4.6	10	21.2	4.7	5.1

Source: Regions of Russia. Socio-economic indexes, 2013: Stat. coll. / Rosstat. – M.: 2013, pages 290-307.

As the table shows, most federal districts of the RF demonstrate negative dynamics, i. e. a reduction of all quantitative indicators of the non-governmental higher education cluster. The largest reduction is observed in the Central District: the number of private universities for the period decreased from 228 to 212, while the number of students decreased from 607,500 to 410,000, and especially in Moscow – from 419,000 to 233,000 (see Table). Despite the significant reduction in the number of private universities and the number of students, the Central District and the capital maintain their leading position. Negative changes in all quantitative indicators are shown by another leader in non-governmental education – the

Northwest District and St. Petersburg. The lowest reduction in major quantitative indicators of the cluster occurred in the Urals and Siberian districts.

Analysis of admission of students to private universities is important for the prospects of further development of the non-governmental cluster. An analysis of the dynamics of this indicator shows a significant decrease in enrolment of students in private universities in all federal districts, which confirms the critical stage in the development. This is true especially for Central and Northwest districts, but above all, it concerns Moscow and St. Petersburg, which can be considered to be a positive trend, since the exaggerated role of the two capitals hindered the development of non-governmental higher education institutions in the regions. A slight decrease of this indicator is observed only in the Siberian Federal District. With regard to graduation from private universities, positive dynamics of this indicator are observed in almost all the federal districts, but this is more the evidence of the sector's "past merits".

Thus, regional monitoring of the non-governmental higher education cluster (the number of private universities, the number of students in them, admission and graduation of students) by federal districts of the RF enables determining the changes that occur in its territorial organization, and demonstrates the critical stage of its development.

A PERSON'S PROFESSIONAL POTENTIAL AS A FACTOR OF DEMAND ON CONTINUOUS EDUCATION TO MAINTAIN THE QUALITY OF LIFE

I. Y. Stepanova

Advancement oriented continuous education is an indispensable condition that accompanies a person on the path to lifelong professional growth. A person's comprehension of professional potential allows transforming professional activities into a meaningful component of the quality of life.

Key words: quality of life, continuous education, professional potential, learning-professional task.

In our opinion, it is important to relate implementation of the ideas of continuous development to maintaining sustainability of the social development process as a whole, rather than with achievement of sustainability of certain states. This understanding supposes a focus not just on satisfaction of the needs of the current and future generations, but on their rise when spiritual and intellectual needs and interests gradually become prevailing. To achieve these purposes, a special role is given to education during one's whole life, when the main purpose and meaning is to build and continuously enrich a person as a free, creative personality making an independent choice and being responsible for his/her acts and their consequences. To do so, we should give a human oriented nature to education, transforming it in a continuous and leading way to provide development of students' global thinking and the ability to independently obtain and implement knowledge. The practical realization of this concept supposes a search for ways to dramatically transform the mentality of our cotemporaries.

It appears that mentality transformation in the process of obtaining higher education and following professional activities requiring continuous professional advancement can also be related to a person's professional development through an understanding of his/her professional potential. Indeed, when we make an informed choice of a professional activity, our motivated and socially meaningful work regarded as a value impacts our whole life, and the quality of our life. The category of "potential" belongs to general scientific concepts. Philosophy interprets potential as a source, opportunity, mean, stock, or something that can be used to solve a problem, to achieve a task. The phenomena of potential in acmeology is related to self-expression in one's profession, and to personal and professional development and improvement of one's personal potential. Following V.N. Markov, we propose to understand the potential of a person as a sustainable, autonomous system of his (her) internal resources reflected in his (her) professional achievements and prospects. When we systematically distinguish between the resource and potential, we can conclude that potential is a structured resource of a certain power (V. I. Slobodchikov) having a control system and featured by a conscious and unconscious level (V.N. Markov). Professional potential is reduction of the personal and professional potential of a person to only his/her professional activities, and reflects the totality of his/her possibilities and abilities to master the professional activities. This is expressed in such indicators as the performance of professional activities, the level of personal comfort while realizing them, and the intensity of professional activities.

The structure of professional potential can be internally divided into fulfilled and non-fulfilled potentials. The fulfilled professional potential of a person is determined by his (her) professional experience, and is reflected in the accumulated knowledge, skills, abilities, readiness, and qualities allowing one to provide a certain level of professional activities. Non-realized potential is determined by the target-full, value and motive professional orientation of the person. Understanding one's professional potential allows a person to reflect on his/her advancement along the line of time in the space of professional activities, linking the past, present and future. This tie can be provided thanks to identification of the area of successfully resolved professional issues and its gradual expansion. The direction of changes in professional potential can be set both from the outside (development of the professional environment, modernization of the objective professional requirements etc.), and from the inside (establishment of internal goals of individual development of a person as a subject of activity, of needs beyond situation activities, etc.). The actual status of the realized professional potential based on the principle of specificity and social conditionalism can be identified based on specific functions, roles, and types of professional activities. Identification of non-fulfilled potential supposes reference to the area of professional intents, purposes, preferences and aspirations. Diagnostic procedures aimed at understanding the actual status of fulfilled and non-fulfilled potential allow the person to detect his (her) nearest and remotest prospects, to understand his (her) competitive advantages, and career building. The experience of practical activities for the organization of such work at higher education institutions allows us to suggest building a process including the following stages: (1) setting and adoption of training and professional goals by students; (2) development of conditions for successful achievement of these goals by joint activities with fellow students, teachers, and practical specialists; (3) analytic and reflective understanding of the person's advancement and revealed faults for setting new goals. Three lines of activities can be identified in this process.

The first line is related to understanding the value and motive side of the professional potential. This supposes organization of an action related to the generation of senses and motives for training, and professional activity of students, actualization of their values through construction of the image of the future, both the nearest and remotest. Reference to senses considerably contributes to compensating understanding/non-understanding of strategic purposes of education by students (especially at the initial stages). A notable purpose is the creation of conditions for transfer from training motives (acknowledgment, encouragement, censure, award, internal satisfaction, rating, Olympiads, etc.) to senses of a professional nature (to be able to duly perform functions and types of professional activities under the given conditions, match the role position, the image of a professional, to realize oneself as a professional). This effect is achieved due to inclusion of all motivation fictions in the process of stimulation of students taking into account the features of their experiences and perception of time: to aspire to the future is a sense-forming and guiding function; to act in the present is a motivation, cognitive and adoption function; to rely on past experience is a controlling and regulating function.

The second line of action in the process of training is related to developing opportunities for fulfilling knowledge, skills, and student's capacities under the given conditions of training and professional reality while implementing various

types and functions of professional activities, professional roles and role positions. To do so, opportunities are developed for students to experience their compliance with the requirements of a professional situation, and a professional's image. It is suggested to provide compliance of requirements for the profession at the level of common meanings with the requirements for the professional community and the persons' own beliefs, attitudes and preferences. To do so, a set of training and professional goals is developed, aimed at mastering various types and function of professional activities, at mastering social and professional roles. The invariant component of the complex of professional goals is built based on professional goals for each type of activity according to the level of education (Bachelor's, Master's, postgraduate studies etc.), requirements for results as set by the framework of a specific education program, as well based on the functional structuring of the professional activities (professional standard), reflecting a sustainable form of professional requirements for his (her) activities.

The third line of actions within the training process imposes identification of the students' emotional and reflective attitude toward the realized functions, roles, and types of professional activities impacting the choice made, and the decision to act. Diagnostic activities for identifying resources are performed by both teachers and students on the quality level. To do so, attention is focused during performance of training and professional activities on emerging situations, under which the student needs application of concrete resources, and the performance of his activities is assessed. These activities are enriched from one situation to another. The motto "freedom in exchange of responsibility" is implemented: the more responsibility the student can assume, the more choices are granted.

The suggested activity for fulfillment of students' professional potential at higher education institutions have been substantiated from the theoretical and methodological point of view, and is realized for training of teachers [3; 4]. As practice shows, such actions make it possible to gradually transfer the responsibility for education to students, contributing to establishment of their own professional individuality, providing informed choice of a job after graduation. It can be supposed that the procedures mentioned above allow bringing a leading nature to the process of training. Using them for advance training make it possible to develop one's professional potential. As a whole, these activities contribute to actualization of human demands on continuous education to improve one's quality of life.

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PERSONALLY ORIENTED PARADIGM IN THE MODERNIZATION OF HIGHER PEDAGOGICAL EDUCATION

N.N. Azizkhodzhayeva

The article deals with some aspects of modernization of higher pedagogical education in Uzbekistan. It also reveals requirements for the new formation teachers. The main scientific values in the new paradigm of education are identified. The main objective for a person-centered paradigm in the higher pedagogic education has been substantiated. Some person-centered training technologies are examined.

Key words: Modernization of higher pedagogic education, pedagogy of the new formation, person-centered paradigm.

Reforming continuous education in the Republic of Uzbekistan is aimed at shaping a new generation of personnel that has a high professional level, creative and social activity, the ability to find their bearings in socio-political life, and the ability to set long-term tasks for themselves. Improvement of higher education at the present stage is linked to its modernization. This modernization is aimed at overcoming the stagnant state of higher education, and transforming its content, forms and methods of organization. Radically new educational technologies are created in the process of modernization. Education becomes an efficient resource of development.

Modernization of higher education is a complex holistic process. The essence of modernization does not boil down to innovations. Modernization of higher education is a systemic quantitative change comprising innovative processes and new technologies. The objective of modernization of higher pedagogical education in the Republic of Uzbekistan is to determine the principal activity areas, the organization and essence of the mechanisms of development of the continuous pedagogical education system, and training teachers of the new formation for the secondary special and vocational education system. Reforms of the educational system in Uzbekistan that took place in recent decades were carried out with the purpose of integrating the country in the world educational space and meeting international educational requirements, providing the national economy and social sphere with highly qualified personnel.

In this context, special stress is laid on training a teacher of the new formation. A new formation teacher is a spiritually developed, creative individual capable of reflexion, possessing socio-professional and personal competencies, pedagogical talent, initiative and pursuance of novelties. A new formation teacher must: (1) evaluate his or her potential objectively, know his or her significant qualities needed for the profession in question (the peculiarities of self-adjustment, self-assessment, emotional expressions, communicative and didactic abilities, etc.); (2) master the general culture of intellectual activities (thinking, memory, perception, notion, attention), the behavior and communication (including pedagogical communication) culture; (3) be able to find his or her bearings in the integration processes underway, in the tendencies of world educational space development.

The principles of training a new formation teacher are as follows: (a) a humanistic, personally oriented nature of teaching; (b) fundamental character; (c) integrity; (d) universality; (e) continuity and consistency of stages of pedagogical education; (f) flexibility and variability, etc.

Training new formation teachers requires using contemporary educational paradigms in the educational process.

The term "paradigm" was put into practice by Thomas Kuhn, an American historian. This scientific category meant scientific achievements being models of setting problems of their solution. The term "paradigm" is used in contemporary pedagogics to denote a conceptual model of education. At the present stage, the theory of pedagogics has various paradigmal models of education at its disposal: contemporary education paradigms (N.A. Alexeyev, Sh.A. Amonashvili, E.A. Bondarevskaya, V.I. Zagvyazinsky, S.V. Kulnevich, V.V. Serikov, et al.); quality education paradigm (I.M. Ilyinsky, et al.).

Education paradigms are changed in the context of modernization of higher pedagogical education. The traditional education paradigm is replaced by the one drawing on the following scientific values: the neoclassic and post-neoclassic types of scientific reality dominate; because of this, the methods and subject of cognition influence its results. Scientific knowledge is viewed in the context of social conditions and social consequences of human activities. The new paradigm of education is based on innovativeness and a technological approach. A peculiar feature of such an approach is as follows: the education process is built in the subject-to-subject interaction mode, is refracted through motives, value systems, and professional objectives, and is compared with them. The technological approach permits not only to "provide" a student with socio-professional knowledge and expertise, but also to develop such qualities of his or her personality that are required by this type of professional labor, to render assistance in his or her professional self-actualization. A new paradigm presupposes a change of approach in education. The principal invariant characteristics are as follows: holistic personal development, social partnership, subject-to-subject interaction, students' proactive approach to life, individual-personal orientation, activity approach, etc. thus, the personality-oriented paradigm must become predominant in higher pedagogical education.

The principal goal of personal-oriented learning at a higher educational institution is ensuring humane conditions for a student's personal and professional advancement, for individual and free self-determination of a future specialist in his or her profession, and for complete personal self-actualization. Person-oriented learning presumes a transition to such teaching techniques that presume the priority of subjective and semantic learning, diagnostics of personal development, situational projection, self-actualization and self-realization, game simulation, semantic dialog, etc. Person-oriented pedagogical technologies must be based on a conversational approach determining the subject-to-subject interaction and increased freedom of educational process participants. To a large extent, person-oriented technologies are connected with the realization of the principle of professional-ethical mutual responsibility. The specific nature of pedagogical activity is its being a communication activity. Pedagogical communication is viewed in cohesion of its three parts: prospective, communicative and integrative.

A distinctive feature of a teacher's innovative activities is the ability to be maximally free from the current situation and determine the process of novelties introduction into teaching oneself. The technologies of innovative behavior shaping are: polylogue, discussion, reflexive inversion, and interview. To a large extent, reflexive technologies of the teachers training project the potential for mastering social experience, for mastering pedagogical heritage through the mechanism of self-realization and creating new things. Person-oriented learning aimed at the process of professional shaping of a teacher must coincide with the logic of his or her subjective development. The process of drafting the technologies of a teacher's subjective development must serve the following principal purposes: (a) educational process model that does not just take into account the grade of a student's subjectivity but promoting its increase, emergence and further development; (b) the description of psychological and pedagogical conditions stimulating growth of a teacher's subjectivity in the pedagogical process; (c) finding out the mechanism of emergence and development of a student's/teacher's subjectivity.

The process of emergence and development of a future teacher's subjectivity is integrated as a pedagogical technology complying with the following principles: orientation to creativity, personal and professional individuality of each student, ensuring a differentiated and individually-creative approach to his or her training, openness, variability, dynamism of changes in the content, forms and methods of teachers' training, polysubjectivity of pedagogical education, fundamentalization of pedagogical education combined with in-depth professionalization, broad dialog about the educational process and its problemization.

Thus, a person-oriented paradigm of higher pedagogical education ensures the development and self-development of future new generation teachers' personal qualities.

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MODELS OF SOCIALIZATION
INSIDE THE DIASPORA AS A FACTOR
OF THE SUSTAINABLE DEVELOPMENT
OF SOCIETY IN THE AGE
OF GLOBALIZATION

N. N. Naidenova

This Article gives the research results concerning socialization models inside a diaspora. Subjects and institutional forms of socialization related to education in the diaspora were identified. Definitions are described in detail. Modern understanding of the concepts of "a diaspora and trans-nationalism" is presented in a comparative context. The article is addressed to the practitioners in the area of education: teachers, researchers, and managers working in the field of continuous education, researchers and scientific workers of ethno pedagogy and education among the migrants.

Key words: socialization, diaspora, organizational forms, general model, transnationalism.

In the age of globalization, migration flows have increased for various reasons, so the role of the diaspora is increasing. Socialization inside a diaspora may either mitigate social conflicts, or dramatically increase them. The risk of conflicts increases six times in societies, in which there are large diasporas [1; 2]. Diasporas and the continuing education of a person [3; 4] including socialization, are closely related. The continuous process of socialization becomes a factor of the sustainable development of society. The role of diasporas is increasing in the donor and recipient countries. The country in which there is a diaspora, is the recipient country, and the country from which part of people arrived, is the donor country.

Actors and institutional forms of socialization. Subjects of socialization within the diaspora include migrants, immigrants / emigrants, expats, and residents. The organizational forms of socialization in the alien society of the displaced persons include organization and associations of those who arrived in another country for various reasons. A diaspora is a part of people (ethnic group) living outside their country of origin, forming a cohesive and stable ethnic group in the country of residence, with social institutions to maintain and develop their identity and community. [8] The term diaspora does not apply only to ethnic institutions. Thus, the diaspora is a social institution in a foreign country, which helps to develop the identity and community of part of the people of the country from which they arrived, speaking the official language of their motherland. Therefore, the educational goals of socialization within the diaspora are expanding. We can highlight the key features, in accordance with which we can build a model of socialization within the diaspora: (1) geographic (spatial, geographical isolation of people from the historic homeland, their motherland, such as the Russian-speaking people in New York); (2) chronological (temporary isolation, as the diaspora is being formed during a certain period of time, and this time in the recipient country passes differently, in comparison with time in the donor country) - there is a chronological isolation; (3) public (a common identity, united by the common origin and a common language of communication in the donor country);

the diasporic identity differs from the general consciousness of the people of the donor country; (4) institutional (presence of social institutions for development of identity). The formation of a diaspora in any recipient country, as a rule, takes decades [9]. There are several forms of organization of people in the recipient country or in the donor country, which are incorrectly called a diaspora, and which, in fact, do not have any features of a diaspora: (a) irredenta – a group of unmovable persons not belonging to the titular nation of the donor country, but having a relationship to the titular nation of the neighboring country; (b) association of fellow countrymen - an association of people, not on a national basis, but on the basis of being natives of a certain territory inside or outside the donor country; (c) minority - a small group of people on any grounds inside and / or outside of the donor country in relation to the population of that country; (d) community - the union of people within the same country on any grounds. Only the diaspora is an institution in the recipient country, so the models of educational socialization within the diaspora are very important.

Model of socialization within the diaspora. Inside the diaspora, it is advisable to focus on the socialization of people of different ages on the formation of an identity with the diaspora with the donor country, and with the recipient country. That is, the principles of socialization within the diaspora can be both external and internal for the formation of different types of identity: (1) external principles of building the socialization model – the development of civic identity in the recipient country; (2) internal - identity with the diaspora and with the donor country. Educational principles of building the socialization models include: (a) cognitive (learning the language of the donor country and the recipient country, additional training according to programs of different subjects of the curriculum of both the donor and recipient countries) [10]; (b) social (human rights, traditions and customs in the two countries, and others.) Education in the diaspora may be different from education in both donor and recipient countries. Education in a diaspora is conducted in the comparative context, while inside the two countries this context is absent, i.e. pedagogical comparative approach is realized. Models of socialization within the diaspora for people of different ages are formed in different ways. Age socialization is for: (a) legally capable adults; (b) non-working adults - older people; (c) younger children; (d) adolescents; (e) youth. The role of the diaspora's socialization is multifaceted: (1) re-socialization within the diaspora; (2) partial correction, de-socialization; (3) re-socialization within the community of the recipient country; (4) primary socialization for children and adults born in the recipient country, taking into account the educational paradigms of donor and recipient countries [11]. In the general model of socialization within the diaspora, educational content consists of different constructs: communicative, cognitive, behavioral, value-based, cultural, civil, and identification.

Diaspora and trans-nationalism. The concept of trans-nationalism is not saturated with deep historical narration about the causes of movement of part of the people (injury, harassment, and other conditions for survival.), and the reasons which lead to the formation of diasporas in foreign countries (see. Table). If some people think that their living conditions are not good in the donor country, there is a desire to go where life will be better.

Reasons of emerge of diasporas

Conditions	Type of diaspora
Economic	Labor, commercial
Political	Victims (victims of harassment); imperial (destruction of empires)
Cultural	Cultural (inability to work creatively in accordance with one's beliefs)
Religious	Religious (it is practically not possible to fulfill the requirements of a certain religion)
National	National (prosecution due to relationship with a certain nationality)

Conditions can be combined, so here we are talking about a complex diaspora, which combines all kinds of them. However, a diaspora only can acquire such a complex character over decades, or even over hundreds of years. Only in such a diaspora there is the institutional form of socialization for all subjects of different ages.

In the case of trans-nationalism, immigrants assimilate into the foreign society without creating a diaspora from the organizational standpoint, while reinforcing the positive image of the donor country and contributing to the establishment of relations between the states. Sometimes, in sociology, such immigrants are called trans-immigrants. They form a social phenomenon without borders in the cultural, geographical and political sense. That is, they have a multiple civic identity, connecting them with two or more countries and even nations and faiths. This is especially developed in families with different nationalities, religions, cultures, traditions and values, and everyday habits. The number of such marriages in the world is increasing, so the diaspora is to become transnational.

Trans-nationalism is: (1) a new way of bringing people together; (2) a new type of social consciousness; (3) a method of preservation and promotion of cultural diversity; (4) free movement of capital; (5) political interaction. Trans-nationalism is different from the diaspora because in the case of trans-nationalism the following takes place: (a) hybrid civic identity; (b) co-ethnical trans-nationality; (c) cultural fluidity; (d) cross-border social institutions; (e) abundance of cultural practices [14]. Thus, a diaspora in the global century is just a part of trans-nationalism, whereas trans-nationalism includes different organizational forms, including socialization practices inside and outside the diaspora, associations of immigrants without diaspora institutions, cross-country associations on professional grounds, electronic association on a national basis, and so on. [15]. Both concepts (diaspora and trans-nationalism) of development of the socialization models are accompanied with criticism from various sides, which only emphasizes the development of society at the present stage, indicates changes in the nature of socialization of different groups of people, and defines new socialization practices.

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CONTINUING EDUCATION AS THE BASIS
FOR SOCIAL SUSTAINABILITY

O. N. Kozlova

Lifelong learning is a key element of social development reorganization on the basis of sustainability. It supports the process of social life systematization in the situation of simultaneously increasing tendencies of globalization and "glocalization".

Key words: social sustainability, lifelong learning, risk society, corrosion of character, rivalry, social inequality.

Education around the world is undergoing a fundamental transformation today. Being a key element of transmitting sociocultural experiences, education cannot reflect the whole complex of social and cultural change. Informatization and globalization, environmental stress and social humanization determine the need for changes in education, its content and organization, and the formation of a system of continuous education. Given all the complexity of the changes, their main target vector can be identified towards social sustainability.

The strategic objective of the transition in the XXI century to sustainable development was adopted at a global level at the end of the twentieth century. However, today it is difficult to find a community, in which the rejection of reproduction of social practices has taken place, thereby leading to the expanded reproduction of instability, risk, and social and cultural development imbalances. This situation is often justified by insufficient elaboration of the elements of the sustainable development concept. Indeed, it is difficult to find a program that would prescribe in detail the specific steps necessary to carry out the transition to balanced, sustainable development, the specific characteristics of a quantitative expression of this way of life for every member of society, his consumption, employment, which would allow to hope that the crisis of systemic approach as the essence of the environmental crisis will be overcome. At the same time, the more such attempts are made in the socio-humanitarian knowledge sector to develop specific indicators, the more one gets involved in the world network of bureaucratic accountability. It turns out that society as a complex system, with the ability to self-organize, must be capable of implementing this ability, the freedom of self-actualization. Every community and every social subject are implemented in specific situations and, consequently, the specific answers to the challenges of our time, and methods of regaining and maintaining sustainability are elaborated. In order that such activity could be carried out, they freedom from over-organization is required. At the global level there is a need recognized and proved by scientists to see the limits of acceptable activity of the society set by nature. The states have committed themselves to moving towards sustainable development, i.e., to overcome instability, environmental crisis, and to abandon the style of "loan living". To fulfill this obligation it is in fact important to support the process of social self-organization by the expanded reproduction of education.

Sustainability is determined by ecologists as the system's ability to preserve oneself under the influence of external influences. When it comes to the concept of sustainable development, the task of saving oneself, maintaining social life, and

preserving the possibility of life of future generations is not solved by changing the external effects (the nature's impact on society), but by the internal reorganization of social and cultural process.

In fact, for anyone in the XXI century, it is not a secret that this reorganization involves reducing the consumption of material goods with all the consequences that profoundly affect economic life and the sphere of public relations. Although this axiom of transition to sustainability is not a secret, its development and adoption is a huge social and cultural challenge. We are talking about the "turning upside down" of the Maslow pyramid, a radical transformation of the broadcast in the formation of knowledge about the hierarchy of needs in the conditions when the absolute majority of the physiological needs of subsistence lose their status as a real problem. Of course, seven billion people are living on planet earth in different ways. More than a billion people are hungry today, while "the average Earthling" overeats. The same uneven character, provoking social instability, is typical for other areas of people's lives. Education, a continuous, permanent education for everyone, is a real mechanism of overcoming inequality and finding the possibility of self-actualization by people. The experience accumulated in the XXI century proves that even the most sophisticated schemes of fair trade can only weaken social inequality more, but cannot replace the role of education as a cut-through, continuous activity of synchronization and organization of social and human development.

Full-fledged education creates a true basis for the development of each social subject, every actor in its own model, to overcome the one-dimensionality (the phenomenon described in the 60 years of the twentieth century Herbert Marcuse's "One Dimensional Man"[1]) a product of an advanced industrial society) or "corrosion of character" (a phenomenon described Richard Sennett which already exists in today's new capitalism) - the phenomenon of "corrosion of character"[2] of a successful employee - flexible, communicative, network-oriented, sportive, which appears to be an amoeba, who cannot identify oneself and determine the meaning of his life).

Education as a continuous reproduction of dialogue practices of generating knowledge, and is the only way to form sustainability targeting, and the stability of material consumption. Thus, the principle of adequacy becomes the key theoretical premise. Interestingly, the idea of wealth - not of richness - as the goal of business and economic activity, is traditional and is present in all traditional cultures. This principle is analyzed from an economic point of view by A.V. Chayanov, who had substantiated back in the 20s of the twentieth century the necessity to focus not on the increase, but on the stabilization of material consumption.

However, it turns out that the solution to the problem of transition to orientation not at excess, but to sufficiency, requires the highest possible level of self-development, and self-actualization. The idea of wealth, of sufficient financial viability is reconstructed in modern times as a kind of response to the challenge of instability during the transition to commodity-money relations. However, as the

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«   ACT», 2003.
[2]   .   .   /   .   .   .   .
. «   »,   -   , 2004.

current state of affairs reveals, excessive accumulation not only hampers the development of social capital and its core and the social trust in society as a whole, but does not lead to stability, even for individuals.

In modern society, the need for sustainability spreads increasingly.

At the same time, it becomes clearer how difficult it is to meet this need, and to change the motion to build up material wealth leading to "bad infinity". For example, awareness of helplessness to implement this change was indicated by world billionaires in their action the 'Oath of Gifts", initiated in 2010. Promising to give at least half of their fortune - and thereby demonstrating their desire to be socially responsible, the most economically and managerially successful people of the world (by 2015 128 billionaires had joined the movement) at the same time they actually admit insolvency of their individual life strategy. For, having devoted their lives to capital accumulation, they did not find it a decent application. In fact, big business is committed to developing a mechanism of compensation of the social damage that the growth of competition causes to society, and the effect of this process is the deepening of social inequality. Economists themselves today are trying to overcome the movement to social instability within the economic sector. This is reflected in the development of new areas of the economy: a constitutional economy that produces alternative "excess-accumulation" schemes of reproduction, economic life; environmental economics, and the principle of revising the resource approach to nature. Expanding the system controls the level of Corporate Social Responsibility (CSR). All this activity however, does not change the basic settings: gain is in the first place. Only a new level of systemic vision of the situation and the role therein, to which the lifelong learning (LLL) raises a social actor, gives hope to change the general trend of social and cultural development, and to transmit it to social sustainability.

In organizing LLL, it is also advisable to take into account that the current trend of "glocalization" will mitigate competition and enhance the role of moral principles in social activity. What will allow us to consider glocalization, and regionalization as part of the development of resistance is increasing the role of direct communication. After all, sustainable development (SD) is often defined as the transition to a new level of partnership.

In the context of a parallel increase in life expectancy and the growing momentum of social renewal, radical changes in the forms of employment education inevitably turns into an optional "decoration" of social life of the subject into its attributive element.

It is education as an ongoing dialogical process that makes it possible to build what Hannah Arendt called the «Vita active»[1], or «active life» – being responsibly active, not at the expense of other people and future generations, without getting stuck in bad claims too quickly to a changing world and falling into the other extreme, a superficial attitude to the world, which Jean Baudrillard described as the irresponsible "world vision-light"[2].

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[1] *Арендт X.* Vita activa, / . . . . . – .: , 2000.
[2] *Бодрийяр Жан.* . . .: ; , 2006.

PRACTICES OF SOCIAL PEDAGOGY AND COMMUNITY DEVELOPMENT IN JAPAN

L. Xiao

In Japan, a concept similar to social pedagogy is called social education. However, in recent years and in newer research, 'social pedagogy' started to become used. It is pointed out that some social educational activities, which also have the function of welfare, are different from lifelong education and lifelong learning and closer to the concept of social pedagogy in western countries. These kind of activities not only refer to adult education and learning activities, but are also related to the development of community and welfare.

The rapid aging of Japan's population makes health care for the elderly a big societal problem. As future government policy regarding the elderly is unpredictable, it is important for them to find ways to solve the possible problems by themselves. Therefore, it has become more and more important for the community to build a safety net by themselves. Especially after the 311 earthquake in East Japan, rebuilding the community with the residents own hands has become a urgent subject.

What can be done in the field of social pedagogy[1]? This presentation aims to find out how social pedagogy can possibly solve contemporary problems through social pedagogical activities related to welfare and community development. The community which has been selected as the sample case study is in Matsumoto, which is a city which has a long history of social pedagogy in Japan.

The formal institution of social pedagogy in Japan is called 'Kouminkan'. In general context this can be understood as 'Community Learning Center'. In this presentation a couple activities conducted in Kouminkan will be introduced. Another unique social pedagogy institution in Matsumoto called 'Fukushihiroba', which is considered to be 'Kouminkan of Welfare' by residents. Through activities in Fukushihiroba we can find a connection between lifelong learning and social welfare.

Therefore this presentation consists of 2 parts, which are: activities in 'Kouminkan' and activities in 'Fukushihiroba'. These activities will be discussed from a perspective of education, welfare and community. The examples in this presentation are based on a case study conducted from 2011 to 2014, in which we interviewed administrative staff from the departments of social pedagogy and community development, and local residents.

Lifelong learning and social pedagogy activities in Kouminkan. The aim of Kouminkan in Japan is described as 'create a mood for citizens to raise their cultural level in their own lives by utilizing all opportunities and places' in the Social Education Act.

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[1] In order to make the concept simple and closer to the general context in the world, in this presentation the term 'social pedagogy' will be used to unify 'social education' in the Japanese context, except for proper terms.

Kouminkan (CLC) in Matsumoto operates under a Three-Layer Structure. The central Kouminkan is under the jurisdiction of Matsumoto City. Under the central Kouminkan are 'Chiku Kouminkan', which are established in every district. The lowest level of the Three-Layer Structure is 'Chounai Kouminkan', and is unique to Matsumoto. Each community has their own Chounai Kouminkan. It is categorized as autonomous institution and operated by local residents. In this presentation, examples will be focused on the activities of 'Chiku Kouminkan' and 'Chonai Kouminkan'.

A Central Kouminkan functions to enforce projects which target an entire city instead of specific districts. It also has the function to convey information from the city to the Chiku Kouminkans in every district and intercede with all the Chiku Kouminkans.

Chiku Kouminkan are public institutions, which are also under the jurisdiction of Matsumoto City. There are 35 districts in Matsumoto, and each district has their own Chiku Kouminkan. An example of the activities implemented in a sample Chiku Kouminkan (Y District) are shown in Table 1.

Table

Activities in Y Kouminkan in 2012

Purpose	Activities
To strengthen the relationship between residents	General festivals: Summer Night Festival, Community Cultural Festival. Events to promote communication between different generations: Mochi Pounding Event
To solve community problems	1. Child care 2. Adult Learning 3. Human rights and peace 4. Health & Sports 5. Culture 6. Nature & Environment 7. General events regarding community problems (emergency drills, welfare lectures etc.)
To support community development	General support to the volunteer groups under the initiative of local residents in the community

As shown in Table 1, the activities of a Chiku Kouminkan are designed to serve 3 functions, which are: to strengthen the relationship between residents, to solve community problems and to support community development under the initiative of local residents. What should be made special mention of here is that Chiku Kouminkan in district Y made a 'Shopping Map' with the cooperation of local groups. As there are many elderly people who have difficulty in going out and shopping at stores far away, they made this 'Shopping Map' to make life more convenient for those people. Therefore, Chiku Kouminkan serves not only an educational institution but also to enhance the relationship between residents, support welfare services and develop the community.

Chounai Kouminkan act as the infrastructure for resident self-governance in a community. They are the base for the Neighborhood Association (Choukai) to put

various activities into effect. As a typical example, there are several activities in Nisiarigasaki Choukai. Promoting welfare development is the main goal of this community. These welfare activities can be characterized as 'materialized by residents', 'rely on local relationships' and 'unique welfare ideology'.

The Neighborhood Association hosts events, such as cultural festivals, sports festivals, festivals for the aged and festivals for children. Members hold meetings every month to discuss problems in the community and how to solve them. There are also some organizations founded by residents themselves to help with specific targets. For example, 'Aibunbun Group' is set up to help the aged to be independent. Members of this group make traditional dolls and food by themselves. It doesn't only bring income to the aged, but it also gives them a feeling of fulfilling life. Achieving both economic independence and mental independence for members. There are also other groups, such as 'Ai Group', which delivers food for elderly people who have difficulty going out, 'Child Care Group' which organizes parents to learn how to raise children and offering them space to spend more time with children. All staff in these groups are volunteers and in some cases participants are also staff at the same time.

Through these lifelong learning activities, residents are able to learn abilities to help themselves. At the same time, through the lifelong learning activities in the community, people become more familiar with each other. This network makes them willing to help each other.

Lifelong learning and social pedagogy activities in Fukushihiroba. The difference between Fukushihiroba (Welfare Square) in Matsumoto and common Welfare Center is that Fukushihiroba are connected to Kouminkan and have a strong connection with Social Pedagogy.

Fukushihiroba were established in 1995 in each district in Matsumoto. They are a welfare institution that are located in the Chi Kouminkan of each district and are operated under the autonomy of residents. They aim to promote health, welfare and a meaningful life of residents based on the cooperation of residents. The goal of these institutions is to: (1) be the base of welfare, (2) change the community through welfare, (3) promote health and active life, (4) be the center of learning, (5) create welfare culture. Therefore, Fukushihiroba are a base of community welfare, meanwhile they are also a base for learning and communication for residents. Fukushihiroba are also known as 'Kouminkan of Welfare' by local residents and play an important role in developing community.

Various formal and non-formal learning activities are held in Fukushihiroba. For example, In Health Classroom, gymnastics classes are held to teach the elderly to do physical exercises. Tea parties are held to provide a place for residents to get together and talk about health care. These aim to solve the problems of isolation of the aged. There are also group activities in which participants talk about the problems in their life or community and try to find out a way to solve those problems. Members are expected to acquire the ability of solving problems by themselves through these learning activities.

Fikushihiroba are considered to be a unique practice in Japan. It has been shown that these kind of activities can be carried out because there is a long history of practice of social education in Matsumoto. Fukushihiroba are located in the Kouminkan and are based on Kouminkan, but are also complementary of

Kouminkan. In a narrow sense, Kouminkan is considered to be an educational institution, which holds lectures and courses for residents to fulfill their needs of lifelong learning. On the other hand, Fukushihiroba have shown the possibility and an extensive view of combining educational activities and welfare activities.

Conclusion. Generally social pedagogy in Japan is recognized in a narrow sense, which refers to lifelong learning activities. However, through the social pedagogy activities introduced above, social pedagogy in Japan in a contemporary context also has a strong connection with welfare as well as community development. The lifelong learning activities make residents not only able to enrich their own lives, but also build relationships with each other and help each other. Based on this kind of relationship, people easily can get together and discuss how to develop their communities better. For example, a new community organization, which is constituted of members from existing groups in the community and has the specific aim of community development, began in Matsumoto in 2005. This network of local organizations came together because of a base of deep-rooted local connections. Relationships built through social pedagogical activities are the basis of the resident autonomy system. It also shows the possibility of social pedagogy to cope with the problems of modern societies. It is obvious that social pedagogy is related to social welfare in western countries. However, it should be pointed out that social pedagogy in Japan is also meaningful to develop community governance. As the high state of welfare has become unstable in western countries, social pedagogy in Japan, which also has the function of developing community governance, could also be utilized.

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ADULT SITUATION
ON POLISH LABOR MARKET

I. Strzałkowska

Article takes up the subject of the situation of adults in the Polish labor market. Shows the frequency of taking courses, training and other activities aimed at improving professional qualifications, with the distinction of age, sex, current level of education etc. Moreover, reveals reasons the constant compulsion to acquire higher professional skills.

Key words: polish labor market, raising professional qualifications, adult education, employment status, the progress of civilization.

Changes in the work is a result of many factors. In Poland, since 1989 a significant impact on these changes were political changes, scientific and technical progress (automation and robotization), the transition from the physical to intellectual work. This resulted in a change the qualifications of employees. [1]

Level of education attained in a very significant impact on participation in employment. The higher the education, the more likely that a person will be active in the labor market. Worth noting that, in relation to higher education to have only an average of men cause more than 20% less likely to be active in the labor market, while for women the difference is significantly higher - a woman with secondary education is almost 60% less likely to remain in the labor market. [2] Analysis of those aged 18 and over using educational services and consideration of the status of the labor market indicates that in 2013 approximately 63.6% were economically inactive, of which approximately 86.8% are under the age of 24 years, which are still in the school education system. In the group of economically active persons aged 18 years and older, who benefited from educational services, only 13.2% were unemployed. In the process of raising qualifications among people aged over 24 years working mainly involved who are still relatively higher qualifications than unemployed or economically inactive. Among workers that the unemployed over 18 years of age having activity education most often women, which accounted for 58.3% of the unemployed and 58.5% of the working. Active people and educationally benefited mainly from the services provided in the school system - 81.7% of unemployed and 70.2% of workers. Note the increase in the importance of educational services rendered mode of non-school in 2013, especially in the case of employers. [3]

Education throughout life and especially raising professional qualification is one of the foundations of the European Employment Strategy. [4] The rapid changes in the economy and its external relations require active and long-term actions that will help prepare for new challenges. One of the primary ways is investment in human throughout life. To be able to design appropriate actions both at the state

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[1] T. Pilch, *Człowiek dorosły w scenariuszu życia rodzinnego,* in: *Wprowadzenie do andragogiki,* T. Wujek (red.), Warszawa, 1996.
[2] I. E. Kotowska (red.), *Rynek pracy i wykluczenie społeczne w kontekście percepcji Polaków. Diagnoza społeczna 2013. Raport tematyczny,* Warszawa, 2014.
[3] http://www.diagnoza.com/pliki/raporty_tematyczne/Rynek_pracy_i_wykluczenie_spoleczne.pdf
[4] http://ec.europa.eu/social

level, as in the workplace, increase the activity of adult education, it is necessary to know the determinants of vocational training making.

Table

The structure of people aged 25 or older participating in any activity associated with the raising of qualification of their professional or other skills in the years 2005-2007, 2007-2009, 2009-2011 and 2011-2013by gender, education, place of residence and age (in percent)[1]

Demographic and Social Features	The proportion of people aged 25 years and more involved in raising qualification of their professional or other skills in the years			
	2005–2007	2007–2009	2009–2011	2011–2013
Altogether	11,7	11,9	10,7	9,6
Women	56,8	51,9	54,0	56,1
Men	43,2	48,1	46,0	43,9
Higher and Vocational	57,5	57,4	62,2	63,4
Average	28,5	29,0	24,7	25,2
Basic vocational	11,8	11,9	10,6	9,5
Primary and below	2,2	1,7	2,5	1,9
Cities over 500 000 residents	23,6	24,1	25,2	27,3
Cities from 200 to 500 000 residents	17,0	17,2	17,2	16,9
Cities from 100 to 200 000 residents	8,4	8,0	8,0	8,4
Cities from 20 to 100 000 residents	19,6	19,2	20,0	18,4
Cities below 20 000 residents	11,8	10,4	10,6	10,6
The village	19,6	21,0	19,0	18,4
25–29 years	25,8	27,3	25,7	22,8
30–34 years	20,9	18,7	19,9	19,8
35–39 years	14,3	16,4	16,2	16,6
40–44 years	12,8	12,0	12,6	12,7
45–49 years	10,4	10,6	9,2	9,2
50–54 years	9,3	8,4	8,0	8,5
55 years and more	6,4	6,6	8,5	10,3

[1] I. E. Kotowska (red.), *Rynek pracy i wykluczenie społeczne w kontekście percepcji Polaków. Diagnoza społeczna 2013. Raport tematyczny,* Warszawa, 2014.

The source: research team I. E. Kotowska

Table shows that the typical person participating in any activity associated with improving their professional qualifications or other skills is still a person with higher education, aged 25-34, living in a big city, more woman than a man. The data in the table confirm the selectivity of the process of improving professional skills in relation to the place of residence, particularly unfavorable for the villagers. With the increase in size of the place of residence of the activity related to professional development is often taken by the residents. These results confirm the highly selective nature of the process of adult education.

In the XXI century labor market has become global, which is exemplified by undertaking of work for two million Poles in the European Union[1]. The world has become more open. Presents us with ever-increasing demands. It does not ignore the Polish labor market. Employee can not be passive. Now almost every profession requires constant improvement of the knowledge. Very of ten, to stop the work, the employee must regularly certify the new qualifications.

Raising the qualifications of professional or other skills by people aged 25 years and more frequently takes the form financed by the employer (about 36% of responses in 2005-2007, nearly 40-42% in 2007-2013). Training, which directs the employer, are usually the most effective due to employment prospects. Slightly less employees use training courses financed from its own resources. Invariably, about 7-8% of the respondents indicated to undertake educational activities associated with raising other skills, eg. learning to ride.[2]

Poland, as a country of the former communist bloc, has a special task when it comes to adult education- should complement the competency gaps among people aged 45+ who ended formal education yet in the previous system. These vulnerabilities may relate to language competence, skills the use of ICT's and many general competences necessary for navigating the job market and the functioning of the information society. [3]

Depreciation of knowledge is inextricably associated with the rapid development technology, which creates the opportunities. Appears new products, services and industries. Experts Academy of Sciences estimates that by 2025, the creation of 250-300 thousand new jobs in the knowledge-based competition and it will be about 45% of all new jobs. Access to them will be reserved for those who are versed the continuing development of skills. [4]

You can not to plan professional life in one company, because can it does not meet the global competition. There can also be programmed to plan entire professional life in one of specializations, because progress technology can cause that this specialty disappear. It is very probable, for example, the replacement of RFID cards cashiers in supermarkets, and computer diagnostics already replaced the "mechanics of the twentieth century" in the automotive stations service. This means new jobs, which will require totally different competencies.[5]

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[1] *Raport o Kapitale Intelektualnym Polski,* Warszawa, 2008.

[2] I. E. Kotowska (red.), *Rynek pracy i wykluczenie społeczne w kontekście percepcji Polaków. Diagnoza społeczna 2013. Raport tematyczny,* Warszawa, 2014.

[3] *Raport o Kapitale Intelektualnym Polski,* Warszawa, 2008.

[4] http://www.pan.pl/

[5] *Raport o Kapitale Intelektualnym Polski,* Warszawa, 2008.

Analysis of adult education activities, considered as the use of a specific service and extracurricular school mode and the use of professional development still do not change substantially the assessment process of lifelong learning. Still visible is its high selectivity for people aged over 25 years. Educational activity take the young, well-educated, with higher incomes, professionally active, living in large cities people. However, you can notice an increase in the use of all types of classes, courses, training, etc. which are intended to raise the status of the employee. This is due to the development of the state, the progress of civilization, changing the mentality of people and other. I my opinion it is good, and will be even better.

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5. http://www.diagnoza.com/pliki/raporty_tematyczne/Rynek_pracy_i_wykluczenie_spoleczne.pdf

PROBLEMS OF PSYCHOLOGY
OF GENDER EQUALITY
IN THE SYSTEM OF HIGHER EDUCATION

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This article deals with some issues of gender equality psychology in the higher education system. The results of observation and research are presented. Peculiarities of gender stereotyping in higher education are noted.

Key words: gender, psychology, gender equality, higher education, gender development, social attitudes, gender stereotypes.

Nowadays, gender has become the most important term. It was introduced, firstly, to discuss the status of women in society and the family, and later adapted by the traditional social sciences. Gender is a set of social roles in which men and women perform their unequal social roles. Gender role is a behavior in accordance with a set of certain social conditions that are addressed by society to people depending on their gender. Gender stereotypes, formed in the culture, mean a general idea of how men and women actually behave. The emergence of gender stereotypes was due to the fact that the model of gender relations, historically, was lined up in such a way that gender differences were situated above the individual, qualitative differences of a man and a woman. There are several reasons why various aspects of gender (sex) inequalities that are not related to biological differences or are not conditioned to the conscious choice become important for many countries of the world. Gender inequalities worsen the quality of human capital, are an obstacle on the way to social development, and reduce the efficiency of the economic system.

That is why achievement of gender equality is considered to be among the key goals of the millennium. It should be considered from the point of view of ensuring equal access to economic opportunities, services of education and health care, and participation in public and political life for both sexes. Without the expansion of women's rights and opportunities, and an increase in their equality with men, other development goals, included into the Millennium Declaration, will also not be achieved. It is also important to understand that gender problems are not only the problems of unequal status of women. They are much broader. Thus, over the last decade, one could observe a considerable decrease in the duration of life of men in the European and Central Asian countries with a transition economy, as well as an increase in the share of young men who stopped learning at the stage of secondary education. Of the total number of students, who repeated the school year, there is a greater percentage of boys and young men. In addition, men are more susceptible to such defects as alcohol and drug abuse, which leads to a decrease in their social responsibility.

To assess the progress in achieving equality between men and women the following indicators were offered: (a) the ratio of girls to boys at the first, second and third levels of education (recognition of the importance of education and improvement of its content, material support and efficiency); (b) the ratio of literate women to men at the age of 15–24; (c) the ratio of women employed outside the

agricultural sector (it is important to create more jobs and better working conditions, including the provision of secured means of subsistence); (d) the ratio of women in national parliaments (in this case it is necessary not only to increase the number of women in parliament, but also to improve the general position of women in public administration).

At the same time, we must understand that the desire to ensure gender equality does not mean the desire to eliminate the natural differences between men and women. For example, there are no reasonably justifiable reasons, for the sake of the principle of gender equality, to force women to -15.7ooase the am   e e of c(r)-8.3(der)-8.4(agr)-8.4o(w)23f&lire d (y)-8( )238(om)-32.1(en.)-15-8(SA)-7.7u(-15.7o)24.2 cicn.SAampratapforpaysment84.2((o)24.2(f)-39.5(p)24.1(l)-24.1(b(or)-8.3((o)24.2(f)-3965(p)2- amsfp(s)15.8(y)-8(c)-8hoaly(of)-39.6(gender)-8.4(eq "rerper(m)-32.2(s)158("r)-8.3((and"r)-84(per)-8.3oabl) e en(and)-23.3 wom   en   03.5(i)-24.1(s)15.8(si fedo(m)-32.1( )06((o)24.2(f)-39.5( )06(c)-8hon)24.2(i)-24.1cse,   a(t)-15.7(p)067   wi ti statn(o)24.2(f)-15.7(gender)-837(d(o)24.2(v)-55.6(a)24.2li)-24.1opamn(t)-15.7(p-25cs)-8(n(b(d(at)- itin(w)2365(i)-24.1 ta coesc(t-)15.7(i)-24.1(n((i)-24.1n(Uzy)-8bekk)15.8(i)-24.1(s)1592(t)-15-8an((i)-: f gender   d(o)24.2(v)-55.6(a)24.2limn(t)-15.7e, wias(s)15.8uli(of)-3967(a c)-8(t)8.1((v)-31.7(ngoa)24

identifying one's attitude to the need for creating conditions for higher education, "For whom is it necessary to create conditions to receive higher education?" (see Table 1).

Table 1

Survey results: "For whom is it necessary to create conditions
to receive higher education (%)?"

Object	For a boy		For a girl		For a capable student	Difficult to answer
Boys	71.3	7.5	19.0	2.3		
Girls	66.2	6.5	23.5	3.8		

As can be seen from the table, as for higher education, the greatest preference is given to boys, because there are traditional stereotypes that men are the supporters of the family. This is exactly what is proved by the representatives of both sexes in the choice of a response. In their families, they can see that their fathers are the main supporters. Table 1 shows that boys and girls chose the second answer as "a capable student". Considering that only capable young men and women study at the lyceum, the choice of this option is obvious.

The next question is aimed at identifying the attitude of the younger generation (girls and boys); adults (men and women) to the importance of getting higher education for girls (see. Table 2).

Table 2

Survey results: "Is it important to ensure that girls receive higher education?" (%)

Opinion and object	"Yes"	"No"	"Difficult to answer"
Boys	78.8	18.2	3.0
Girls	78.9	18.1	3.0
Women	71.6	24.2	4.2
Men	55.5	36.5	4.0

The obtained empirical evidence on this issue show that nowadays all the respondents of different categories approved of women getting higher education. In this case, boys, girls and, of course, women chose the answer "Yes" in the maximum ratio. This confirms our hypothesis: there are different social attitudes in relation to gender development in society, in which modern tendencies of gender relations are reflected. In summary, we can say that there is a tendency to gender equality in society, but several groups of people have some gender stereotypes.

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PRESCHOOL EDUCATION IN THE SYSTEM OF LIFELONG EDUCATION OF RUSSIA

O. V. Glazyrina

The article considers the problems and prospects of inclusion of preschool education in the system of continuous education.

Key words: continuous education, preschool education, value of preschool childhood, teacher's professional standard.

The development of the national education system, aimed at adaptation to the global experience of education systems, educational requirements of the individual, and the state and society, stipulates its essential modifications. One of the trends in modernization of the national education system is creating conditions for the transition from discretely phased education forms to an integral system of lifelong education. A systemic combination of all the levels and forms of education, and development on this basis of a system of lifelong education, is regarded as a prerequisite for economic growth and national security (A. K. Oreshkina, T. J. Lomakina, A. A. Kuznetsova *et al.*)

According to the Federal Law "On Education", preschool education is a part of general education, its first step, and thus becomes a part of the lifelong education system of Russia. This "revolutionary" event means a positive return to preschool childhood related to realization of the importance of educational resources inherent thereto. Moreover, the essential features of preschool education such as implementation of basic education programs, and the importance of the sensitive period in a child's development, determine its priority in the system of continuous education of the Russian Federation. It should be noted that the growth of interest in preschool years is one of the global social trends among children. An analysis of research in this subject indicates that in most developed countries, infancy and preschool childhood are regarded as a special national resource that allows one to solve complex problems of social and economic development (V. I. Slobodchikov, V. A. Petrovsky *et al.*). At present, the federal project of regional system modernization of preschool education is being implemented, which can be divided into three main areas: ensuring the availability of preschool education; updating the content of preschool education; increasing the qualification of the staff of preschool educational organizations.

Let us consider the second area within the subject, i. e., the renovation of the preschool education context. Since preschool education was acknowledged as the first stage of general education, a federal education standard of preschool education became necessary, which came into force on January 1st, 2014. The standard is a document establishing the requirements to the structure of a basic curriculum, conditions of its realization, and the results of implementation. Concurrently, this document takes into account the following psychological development patterns and age peculiarities of preschool children: the integral image of a preschool child; the integral image of the child's vital activity; understanding the individual's development patterns and peculiarities of preschool children's behaviour (G. G. Kravtsov, E. E. Kravtsova). The standard is based on the modern scientific psychological understanding of the preschool childhood as a

sequence of integral necessary stages (cycles) of a person's development. According to E. E. Kravtsova, based on the cultural and historical concept of L. S. Vygotsky, development takes place in a comprehensive cultural and historical form of education, and the completeness of realization of a person's inclinations is determined by the conformity of the educational form to the psychological content of certain development stage [3]. The standard defines the specificity of preschool childhood, namely, its uniqueness and self-worth. In addition, the permissible means of preschool child development, their fundamental difference from the content and means for the development of the child's development in the primary school are determined. The key line of preschool childhood is familiarization with cultural values, and socialization of the child in society, rather than teaching him writing, arithmetic and reading. The preschool age is a sensitive period for development through game forms of a series of abilities (imagination, communication, arbitrariness), which set the foundation for the formation of skills required for subsequent study at school (G. G. Kravtsov, E. E. Kravtsova, V. I. Slobodchikov, V. A. Petrovsky *et al.*). In this regard, a necessity arises to increase the qualification level of preschool teaching staff, i.e., inclusion of preschool teachers in the lifelong education system. The current research and analysis of pedagogical practice suggest that training at preschool departments of pedagogical colleges and universities at present does not meet the requirements of renovation of the vocational education system [1]. It should also be noted that over half of preschool teachers do not have special (preschool) education. The "Teacher" Professional standard (approved by order of the Ministry of Labour and Social Protection of the Russian Federation) establishes uniform requirements for the education, content and quality of vocational teaching. This document also introduces significant modifications to the objectives and content of their professional training, and requires a different approach to the organization of the educational process in the system of continuous pedagogical education. In these conditions, the system of training and retraining of educators must be optimized.

Thus, an analysis of the incorporation of preschool education in the system of continuous education allows the following conclusions: (a) in Russia, a system of preschool education as the first stage of continuous education is emerging; (b) equal starting opportunities for preschool children are created, which subsequently will improve the quality of education in the following stages; (c) the cultural image of the preschool age and understanding of its place in the age stratification structure of our society is being formed; (d) the system of training and retraining of educators is being updated and optimized.

Referen

THE SYSTEM OF CONTINUING EDUCATION IN THE USA IN XX CENTURY: PECULIARITIES OF DEVELOPMENT

T. N. Bokova

It is widely known that the term "lifelong learning pedagogy" is expressed by a number of terms such as continuing education, lifelong learning, permanent education, leducation permanente, further education, Weiterbildung, adult education, leducation des adultes, Erwachsenenbildung, etc. In the USA, continuing education is understood not only as a continuing education, but also as a lifelong education. So G.Uilyame and A.Kroshsh note that continuing education includes such stages of education as preschool, primary, secondary and higher. By R. Dave's definition, continuing education is understood as "a comprehensive concept that includes formal, informal and non-formal training of the individual to achieve his fullest development in the personal, social and professional life" (2).

In the XX century the USA provided the advancement of the model of continuing education, which was characterized by universal coverage of training, as well as flexibility and variability of forms of education. By the beginning of XX century a highly developed education system had already been formed in the United States. It was complex, multi-staged and consisted of several units. Preschool Education (5-6 years) in the United States in the XX century was carried out in nurseries, kindergartens and training centers. Besides due to early mass involvement of children in education and training, the overall level of schooling increased. As a result of a deliberate policy of the federal government and coverage of 3-5-year-old children, various programs of preschool education increased in the XX century several times.

Secondary school played a leading role in continuing education in the XX century, as students here apart from knowledge, developed cognitive needs and the ability to update knowledge. If in 1920 there were about 2.5 million students in secondary schools (nearly a third of 14-17-years-old), in 1985 there were more than 25 million students (almost 85% of the age group of high school). There were a large number of vocational or technical high schools, especially in large cities, and a typical American high school became public high schools. Apart from school, many students had an opportunity to have a part-time job during the school year. For example, 68% of 12th grade worked during the school year, 77% of these students worked less than 20 hours per week. It is important to note that almost 99% of children who had finished kindergarten went to school (from 6 to 13 years), 94% of them continued their education to the age of 17. 29% of boys and girls aged from 18 to 24 years became students of colleges and universities (3, 112).

At the beginning of XX century high schools offered both traditional and practical curricula but the emphasis was always put on the curriculum that prepared students for college. Some schools offered specialized professional courses and some prepared teachers. The curriculum of secondary schools had a very wide range of subjects, including professional or business education. Vocational training included retail trade, agriculture, carpentry, mechanical and

technical skills. Commerce training course consisted of printing on the keyboard and accounting. Physical culture, drawing, music classes and religious subjects appeared in the list of many schools of XX century. Many innovations in the curriculum took place in 1918 in the Cardinal Principles of Secondary Education. In 1950 NDEA introduced curriculum centered on the academic discipline, as well as they focused on science, mathematics and foreign languages. The child with the focus on ethical, social and multicultural items became the main figure of education (4).

At the end of XX century high school was not so closely associated with colleges (although there were many joint programs between universities and primary schools) as high school. It provided the flexibility of schedules and curriculum. Team learning, block scheduling, programmed instruction, mini-courses for electives, for example, foreign languages¸ vocational education courses, typing on a PC, computer literacy, and computer training programs were applied in 1990–2000, in accordance with innovative programs in educational technology .

Multi-staged system of higher education, established on the basis of "division of labor" by the end of XX century among schools within the system (where some schools aimed to provide a secondary education, others - gave a different level training, some - prepared specialists of the highest qualification. It was the mechanism with the help of which the United States tried to solve such a difficult problem as improving the quality of training. Modernized universities supported graduation programs, including training, defense of the thesis and getting a degree. Many basic programs on agriculture, engineering, domestic economy, etc, with the development of military affairs challenged the traditional education. Medicine, law and theology were divided into narrower specialization of academic standards. But the lack of such standards, especially in secondary schools, universities and colleges, gave impetus to the transformation of private agencies in higher education.

The most important time for the development of higher education was the period from 1945 to 1970. From 1941 to 1945, U.S. universities and colleges directly and effectively participated in complex national war effort. One of the most remarkable transformation was the emergence of a network of state colleges for undergraduate students. Founded in the early XX century, "junior" colleges experienced the most important functions of mass expansion of higher education. At first, they created a "transfer function" and students could enter colleges or universities after two years training course in "junior" colleges. They also offered more perfect final degree courses and certification of some professions. In 1960, another function was added: easy availability and low prices and it led to the fact that "junior" colleges were renamed 'community colleges'. The main feature of this college was the fact that the student could continue his/her studies in the second and even third year of the university. This was achieved by the fact that in addition to vocational training the college gave secondary education which could be correlated to the first and even the second year at four-year college or university. In other words, the main positive idea of junior college, according to the initiators of their creation, consisted in the fact that it was regarded as one of the stages of high school, providing continuity of education.   ,
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They claimed that the integration of a university program helped distinguish American junior college from the Western European practice of "short-term" educational institutions which created an impasse in the education of students and tied them to a particular profession .

The federal government participated in the expansion of sponsored research and development of education in the period from 1960 to 1950. The demonstration of the government's interest was the obligation of providing people with student financial aid. Pell Grant, officially known as the Basic Educational Opportunity Grant (BEOG) defended the rights of the students who needed financial support. Fifteen-year period beginning in 1985, can be called "financial roller coaster" for higher education in the United States, despite the significant growth of the industry. By the mid-1980s, virtually every candidate for governor was considered a "governor for education", indicating the hope to encourage colleges and universities in the states of economic development. Taking into account that in 1970, relatively few women got doctorates or degrees in law or medicine, in 2000, women were about half of the students entering law school and about forty percent of medical students of the first course. Women had doctoral degrees in philosophy and biology, literature and the humanities. At the same time, however, they were not sufficiently been presented in such fields as engineering and physics (3).

Moreover, almost in every U.S. university there were continuing education centers, for example, the center of continuing education at the University of Georgia or nontraditional adult education institutions, such as the University of Central America, bringing together the University of Iowa, Kansas, Minnesota, etc, as well as TV training firm of 16 leading technical universities, which used radio and television broadcasting, video and satellite telecommunications.

Thus, continuing education in the United States in the XX century was characterized by all parts of the system, such as pre-school education, secondary and high school, higher education, which included vocational education and training system. The development of continuing education in the U.S. was based on the accessibility of all types of education, flexibility and variability of the education system, increase of funding for all stages of continuing education.

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CONTINUING EDUCATION
IN THE CONTEXT OF SOCIAL
MODERNIZATION IN KAZAKHSTAN

Zh. O. Zhilbayev

The philosophy of modern education is formed in the context of globalization processes, which determine the overall development scenario of the global community. According to some experts, the scenario can follow two strategies: either a global merger, or a global confrontation of cultures. But many support a different opinion. It is about global integration where each culture aims at constructive interaction, while maintaining its own content. This fully applies to the idea of Eurasianism.

In April, the head of our country, Nursultan Nazarbayev, gave a lecture entitled 'Eurasian Integration' at the Moscow State University. The idea of this kind of integration was announced by Mr. Nazarbayev as early as 20 years ago. In his lecture, he said the following:

20 years ago: "… Kazakhstan and Russia should be the core of the Eurasian Economic Union";

18 years ago: "… we have opened the L.N. Gumilyov Eurasian National University in Astana";

14 years ago: "…the Collective Security Treaty Organization was created, ... the Eurasian Economic Community was established";

4 years ago: "… at the OSCE Summit in Astana, I proposed the idea of a common Continental Security Platform in Eurasia";

2 years ago: "… I have launched the G-Global initiative, bringing together users from 160 countries on an interactive basis."

Today, the idea of integration was materialized in the Treaty on the establishment of the Eurasian Economic Community between Kazakhstan, Russia and Belarus.

As it is known, the idea of Eurasianism was put forward by Lev Gumilyov as a special type of synthesis between East and West, 'Europe' and 'Asia.' His legacy represents a scientific and historical rationale of Eurasianism as a worldview and a concept of interstate and interethnic relations in the context of integration. This is where Gumilyov's Eurasianism gets close to the Eurasianism of Nazarbayev.

A few Eurasian organizations, such as the Eurasian Development Bank, the Eurasian Business Council, the Eurasian Media Forum, the Eurasian Association of Universities, the Supreme Eurasian Economic Council, the Shanghai Cooperation Organization, and the Eurasian Economic Commission, have been established and are operating, and the Uniform Customs Code has been adopted.

Education is one of the main factors in the development of common approaches to solving global problems. Today, the most reliable reference points in education are given by instruments of the United Nations, UNESCO, the EU and a few other reputable organizations and associations. One of the key principles laid down in these instruments is education throughout life. It is understood as any

lifelong learning activity, from pre-school to post-retirement, and includes formal, non-formal and informal learning.

It should be noted that Kazakhstan has provided a real background for the implementation of this concept, such as the National Qualifications Framework defined similarly to the European Framework. Level descriptors for the frameworks provide requirements for the level of knowledge, skills, and personal and professional competencies.

The National Qualifications Framework includes three groups of indicators. The first indicator is *knowledge*. It defines the requirements for knowledge, and depends on the amount and complexity of information used, and the degree to which knowledge is both innovative, and abstract (a balance between theoretical and practical knowledge). The second indicator is *skills*. This defines the requirements for skills, and depends on the multiplicity (variability) of methods for solving professional problems, the need for choosing among or developing such methods, and on the degree to which a working situation is uncertain and unpredictable in its development. The third indicator is *personal and professional competencies*. This defines the scale of activity, the cost of a potential mistake for an organization and industry, its social, environmental and economic implications, and the degree to which the main functions of the management (such as goal setting, organization, control and motivation of staff) are implemented in professional activities.

The cumulative and consistent nature of the descriptions of qualification levels ensures the continuity and integration of learning outcomes at all levels of education. Therefore, the content of education should be designed in accordance with the expected learning outcomes, and learning outcomes in turn, should be planned in accordance with the descriptions of qualification frameworks. The main strategy of this planning exercise is to align educational programs with professional standards. What seems to be relevant in this regard is the development of professional standards aimed at eliminating the gap between the labor market and the education market.

In the context of the social modernization of the country, the education policy of Kazakhstan is based on *social dimensions*. This means that the search for ways to respond to emerging problems takes into account the following aspects:

Firstly - joining the efforts of all social substructures in society. This is about real and effective interactions between the state, the parent and teacher communities, employers, and different non-governmental organizations, with the interests of learners being the key driver;

Secondly – integrating the national training experience with the best practices from abroad. It is important that the national content of education be maintained when taking efforts to meet international standards;

Thirdly – building a multilingual and multicultural educational environment. This environment can be made efficient by providing the continuity of teaching languages in the system 'kindergarten – school – college – university' based on the level model (Articles 28-30, the UN Convention on the Rights of the Child);

Fourthly – eliminating the significant gap between the level of education of urban and rural students, and in particular in under-filled schools. As it is known, under-filled schools currently face a number of challenges, with one of them being

the lack of subject teachers. A way to address this issue is to train and retrain teachers specialized in several subjects, who would be able to provide integrated teaching on related subjects to the same or different grades;

Fifthly – creating an adaptive educational environment for children with disabilities. This requires that children be taught to be tolerant, and relevant awareness be built among the parent community in a systematic way;

Sixthly – reducing deviant behaviors among children and young people, and enhancing the role and responsibility of the family in upbringing of the younger generation.

Keeping a record of these measures will contribute to the improvement of education in Kazakhstan, allowing not only for increasing social responsibility, but also, and primarily, for centering the development and modernization of the entire educational system around the personality of the learner. These social aspects form the basis of the priority areas of the development of education and science in Kazakhstan, with a special focus on providing equal access to quality education. According to the OECD Report, Kazakhstan is creating an educational environment and enhancing the educational potential of the country, but there is still much to be done to eliminate the disparities in access to quality education.

The principle of continuity of the content of education at all levels, from pre-school education to the training of the workforce in the system of higher and postgraduate education, and the principle of integration of both the subject-specific content and educational techniques, are particularly important in the context of the problem in question.

One of the slogans of Harvard University says that 'lifelong learning is no longer an option but an absolute necessity.' Therefore, quality education is only start-up intellectual capital. Gearing education to the requirements of our times will bring it to a brand new level.

The education of teachers is not an exception. The main tasks in this field involve updating the content of education in general; improving the quality of education; ensuring the continuity of all education; and reflecting the combination of knowledge, skills and competencies at all levels of lifelong learning.

The I. Altynsarin National Academy of Education is actively contributing to the development of professional standards in the field of education and science, and laying down a model of a modern teacher. He should be able to educate a personality with qualities such as proactiveness, the ability to think critically and creatively and find out-of-the-box solutions, and a willingness to learn throughout life in the context of the rapidly changing world. We can see these skills in the core competencies recommended by the Council of Europe. The education of teachers should be centered around building these qualities. Therefore, the professional training of teachers should be systemic rather than specific to individual areas. In other words, it is unreasonable to prepare future teachers for the current situation in school education. In a modern context, they should be ready to innovate and make non-conventional decisions in their professional activities.

I am sure that discussions at this conference will help us find answers to many questions related to the idea of lifelong learning in national educational systems, and the creation of a common space of continuing education in our countries.

SELF-EDUCATION OF STUDENTS
IN THE CONTEXT OF LIFELONG LEARNING

V. I. Kazarenkov
T. B. Kazarenkova

This article deals with the problems of functioning and development of self-education in the context of lifelong learning. The publication proves the importance of self-education as a means of vocational training and self-improvement of the personality of a future specialist.

Key words: lifelong learning, university education and self-education of students, specialist training, integration, original programs.

An intensively developing society requires a systematic update of all kinds of human resources. At the same time, a human as such is focused on the creative transformation of the world and self-improvement [1; 3; 5; 6]. Lifelong learning is becoming an essential attribute of an individual. Under these conditions, higher education is of key importance, as it tightly integrates science and education, ensuring the sustainable development of society and the individual [2; 4; 5; 7]. Higher education, in the context of the developing Russian society, addresses a number of strategic objectives: (a) professionalization (training of professionally competent people offering basic and applicative knowledge and methods of activities); (b) socialization of young people; (c) development of experience of self-realization (development of a creative style of life). Solving these problems is only possible if students are involved self-educational activities [1; 2].

Interconnection of education and self-learning in higher education has always existed, but at the current stage of development of the information society, self-educational activities of students are becoming a major component of the university training of specialists. This interconnection gets a future specialist focused not only on the acquisition of knowledge and skills in their professional field, but on the formation of the experience of a creative activity, as well as the experience of emotional and value attitudes to the natural and social world surrounding us, and the development of self-management skills. Self-learning acts as a means of self-improvement of a young person, since it contributes to the development of various aspects of personality – intellect, willpower, emotions, motivation, and others. To implement the mechanisms of self learning, an appropriate educational environment is needed. The creation of such an environment, through which the self-educational activities of future professionals are realized, is an important task of higher education.

Investigation of the problem of self-learning of students is conducted in different fields of science – philosophy, sociology, pedagogy, psychology, and specific branches of didactics. The practice of self-learning of students in a modern institution of higher education testifies to both positive and negative aspects of the implementation of this process by future specialists. Quite often, independent activities of students are considered by teachers not as a component of the system of training of specialists, but as a form of teaching students, oriented not towards the development of interest in self-education and a need for self education in students, but towards students completing certain independent tasks. However,

independent work is only one of components of self-learning. Unfortunately, self-learning is most often regarded by teachers from the perspective of intellectual labor (as an activity of "intellectuals"), as a means to develop only the intellectual sphere. But self-learning has a significant potential for development of both intellectual and volitional, emotional and motivational spheres of personality, and the moral qualities of a person. "Under modern conditions, university graduates should be able to set goals, manage processes, and calculate the consequences of any decisions they take"[1]. Also, self-education has a great resource for the improvement of professional training and development of a specialist, and the development of their personality.

The practice of higher education shows that many university teachers do not carry out goal-oriented systematic integration of classroom and extracurricular activities, and poorly implement the integration potential of research and educational and production activities of college and university students. Future specialists have a weak need for the holistic perception of scientific knowledge, and the possibilities to use in practice not only the knowledge acquired in the classroom, but also that which is gained in the process of scientific research and experimental work. Considerable resources of integration of classroom and extracurricular activities are available on original courses, which provide students with the latest knowledge in a field of science they study. Holding original courses in departments for non-core specialties is of great importance. The course "The Art of Human Interaction" is actively studied in the department of economics of the Russian University of Peoples' Friendship. It is focused on explaining theoretical and technological bases of the problem of human interaction with future specialists. The course integrates certain philosophical, sociological, administrative, cultural, educational, psychological and psycho-therapeutic theoretical and applicative knowledge, essential for understanding of the given range of problems. The course can also be regarded as practice-oriented.

The integration process of self-learning and education based on regulatory and original training courses, should be carried out in the following order by the teacher: (1) to determine the degree of readiness of students for self-learning activities, (2) to identify the level of development of skills of scientific organization of intellectual labor; (3) to identify possibilities in the content of the training course taught by the teacher, in the context of developing in students' interest in self-education, and the need for self-education; (4) to make up a program which involves students in systematic self-educational activities in the course of classroom and extracurricular work, taking into account the degree of readiness of a student for self-educational activities and the level of development of skills of the scientific organization of intellectual work; (5) to provide students with an opportunity to present the results of self-educational activities through various forms of classroom and extracurricular work; (6) to identify ways to assess and control the self-educational activities of students in the system of classroom and extracurricular work, based on regulatory and original training courses.

Training of future professionals to find necessary information will allow the successful integration of educational activities of students in institutions of higher education with self-educational activities that can be carried out both in the classroom and during the course of extracurricular activities. Outside the university,

the student gets an opportunity not only to carry out self-learning (at home, at work), but also to apply the results of self learning, evaluating them in practice.

Reasons for reducing the level of self-learning of students can be social (high employment of higher education teachers; overloading students with work providing minimal or normal subsistence level, and, for many, paying for studying in an institution of higher education, the life of a young family, help for parents); pedagogical (absence of scientifically grounded concepts and technologies of realization and development of self-educational activities of future specialists in an institution of higher education; insufficient interaction of education and self-learning, classroom and extracurricular activities of students); psychological (low interest in self-learning among students, and in the need for self-learning; lack of motivation among teachers for implementing targeted training of students aimed at self-learning); managerial (lack of quality management strategies of self-education activities at all levels of management in a university, starting from professional chairs).

The interrelation of education and self-learning makes it possible to qualitatively change the strategy and tactics of planning, organization, and control over university training of specialists, to develop in students a need for self-learning in the context of lifelong education of a person, and to qualitatively solve the strategic problems of higher education.

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POLY-PARADIGMATIC NATURE
OF LIFELONG EDUCATION
OF TEACHERS

. S. Mischenko

Our research of secondary vocational schools of St. Petersburg (1994–2014) show that changes in the theoretical and methodological equipment of the educational process, especially in the field of social science and humanities, formed (in comparison with decades of the Soviet period) new trends in teaching activities. In particular, they are associated with the emergence and assertion of the methodological principles of poly-paradigmatic content selection and construction of continuous professional education of teachers, with an increasing number of different equally existing educational concepts. Furthermore, during many years all the above tendencies were accompanied by spontaneous filling of content with poorly tested, but dynamically changing education technologies.

This trend which, in fact, has developed over the last twenty years, can be explained by the fact that many educative practices of schools, lyceums and colleges are based on poly-paradigmatic concepts, recognition of equal value of different theoretical concepts and assumptions in their educational processes. The obvious increase in the number of such equal educational concepts, used in the same educational institution, sometimes by the same teacher, is expressly perceived by the author of this article as a negative phenomenon of modern education. If, at the beginning, this trend had a positive connotation, then at the present time it has become a brake and a negative tendency for the development of domestic educational theory. Modern education has become a kind of "vanity fair of teachers", or, as was more nicely pointed out by N.V. Bordovskaya, a kind of "fair of pedagogical concepts" [2, p. 49].

Over the last quarter of the century, if to count down from 1989, there have been a lot of competing educational concepts. All the above contributed to the disintegration of pedagogical theory, the emasculation of the content of pedagogy by various conceptual and terminological "simulacra" (Jean Baudrillard): "humanist pedagogy", "learner-oriented pedagogy", "pedagogy of cooperation", "pedagogy of creativity", "competence-based pedagogy", et al. All the above tendencies continue to clog up the categorical apparatus of national education. As a result, we can see a weakening of the role of educational theory, as a clear target of continuous pedagogical education development and regulator of the activities of teachers-practitioners. This trend is negatively valued not only by scholars - teachers (V.S. Bezrukova, N.V. Bordovskaya, N.M. Novikov, et al.), but also by a significant number of the surveyed teachers-practitioners (39.1%). The results of the survey indicate that, with respect to the content of continuous pedagogical education, this trend has exhausted its positive potential. It is important to understand this because reliance on poly-paradigmatic bases for the purpose of selection of content of continuing education of teachers significantly diminishes the role of proven scientific principles of pedagogical theory and practice. Poly-paradigmatically-founded content of lifelong education of teachers is regarded by modern scholars as its necessary component. The basis of this position is formed

by different personality-oriented concepts: "humanistic pedagogy", "learner-oriented pedagogy", "pedagogy of freedom", "pedagogy of non-violence", "creative pedagogy" and others. (A.A. Bodalev, E.V. Bondarevskaya, O.S. Gazman, V.A. Karakovsky, S.V. Kulnevich, Z.A. Malkov, V.V. Serikov, S.D. Smirnov, I.S. Yakimanskaya et al.). The negative character of this fact becomes apparent when you learn that adherers of these pedagogical concepts themselves say that the above approaches are not very reasonable and do not have sufficient theoretical depth [1, p. 229].

An analysis of the above-mentioned educational concepts shows that they are based not on objective, economic, social and cultural conditions, but on subjective, individual and psychological factors. The educational process is not considered as socialization and cultural orientation of a person (introduction into the world of wealth of national and universal culture), but rather as a largely self-contained individualization of an individual's development. With such an approach, we can observe that under the absolute value of the processes of atomization and alienation, prevailing in the modern civil society, interests of a person and the society are wrongfully opposed.

The opposition of personal and public interests leads to the formation of individualistic orientation of youth to cultivation and conservation of their alienation from society. However, such negative dialectics of education development are not understood by many educators. According to our research, the proclamation of an individual approach to students, as a main principle of pedagogy, is valued by a significant number of teachers. This principle is interpreted by them as pedagogical support of spontaneous, individual, unique desires, motives and interests of their students, which leads to underestimation of the social and cultural conditioning of the educational process to limitation of the ability of a school, a lyceum or a college team, a family and other real institutes of youth development, as well as development of teachers themselves. "In such circumstances, the maximization of freedom to choose the content and forms of educational activity, boundless in its intentions of poly-paradigmal character, weakens the focus and systematic character of the whole educational process, and its synergetic character. The above directly contradicts the duty of a teacher to ensure strict compliance with the established educational standards. Not by chance, 54.8% of the surveyed teachers, supporting the idea of free choice by the students of individual educational routes, "doubted the reality of this concept due to the scarcity of training time," and 26.1% of the respondents had a negative attitude towards this, "due to the absolute unreality" of the idea, because, "it disturbs the systematic character and quality of knowledge of students".

Various person-oriented educational concepts are another focal point to support the poly-paradigmatic nature of education in general, and lifelong education in particular. Their basic concept is that a student and a teacher are the equivalent subjects of the training and educational process, and more than that, a student is its central subject. The first statement is supported by 53% of teachers, and the latter by 31.3% of the respondents. Only 15.7% of teachers believe that a teacher is a leading subject of the educational process. These responses suggest that educational process participants cannot see the obvious fact: a teacher, and not a student, bears real social, economic, legal, and, ultimately, civil liability to the

society for the quality of teaching and education of the youth. The derogation of a teacher, as a subject of the educational process, inevitably reduces the teacher's credibility in the eyes of students and parents. The latter greatly complicates teaching activity and has a negative impact upon its results. Thus, in the learner-oriented educational concepts, we can see clear underestimation of the importance of culture as a fundamental factor in the development of students. This concept is tried to not be critically translated to the practice of lifelong education. Subsequently, trained teachers start to actively use these concepts in practice.

Certain dissatisfaction with personality-oriented educational concepts, as a theoretical basis for modernization of national education, strange through it may appear, has resulted in an increase of poly-paradigmatic educational concepts due to the emergence of a competence-based approach and its various interpretations (O.V. Akulova, A. Volkov, M.P. Voyushina, Y.V. Myachin, A.M. Novikov, N.V. Platonova, N.F. Radionova, Y.N. Solovieva, A.P. Tryapitsina, I. Frumin, M.A. Shatalov, L. Jacobson et al.). The meaning of this approach can be seen in its key term. The terms "competence" and "competency" are used as synonyms of previous theories and practice of use of such concepts as "knowledge", "mind-set", "skill" and "experience." The term "competency", in particular, means a set of authorities (rights and obligations) or a certain body or an official, established by the law, the articles of association of the body, or other provisions. Meaning the ability of a person to perform his or her functions, the term "competency" was used primarily in the social and legal regulation of professional activities. Until recently, the term "competency" has not been used in educational terminology. It was not included into the Pedagogical Encyclopedia of 1965, into the Russian Educational Encyclopedia of 1993 [4; 5]. In foreign publications and documents on education, the terms "competence" and "competency" appear only in the 90s of the twentieth century, but are used much less frequently than the traditional terms, such as "knowledge", "skills", and "ability". The National Doctrine of Education of the Russian Federation (2000) has such terms as "skills", "ability", "culture", and "qualification"; such a term as "competence" can never be found in its text. [3]

Supporters of the competence-based approach see education as a social institution which is based on real social and economic needs of the society. However, the role of education is determined by them in the context of the transition by our country from a state governed educational system to one ruled by the law and the market economy. That is why the problem of excessive pragmatism is obvious, which manifests itself in the definition of education as a sector of the economy, as a sphere of educational services, private entrepreneurship, and profitable investment into human capital. The pragmatism inherent to this approach becomes obvious when its authors see the purpose of vocational training of young people in their communion to market values, and adaptation to the labor market. Under these conditions, the main task of education is to ensure its high quality, while reducing and fragmenting the period of training: five years for a fully-trained specialist; four years for a bachelor specialist. In this case, the theoretical training of undergraduate students accounts for one third - one half of the training time, and for graduate students – up to 47% of the total workload, which additionally has purely applied disciplines (marketing, management, organization and management of production, management of

creative teams, business administration, etc.). All this, according to the supporters of the competence-based approach, allows you to bring Russian education to the world level.

The disadvantage of the competence-based approach is that it focuses on the formation of students' competency as an ability to make choices on the basis of an adequate assessment of themselves in a particular situation. Training is based on the practical experience of specialists, on constant emphasizing of practice-oriented education. On this basis, the traditional knowledge-based paradigm of national education is denied, the training and educating roles of a teacher are underestimated, and their role is reduced to counseling students in the process of execution of independent work. Besides, the competence-based approach gives secondary importance to the cultural function of education, which is in contrary to the traditions of Russian culture and the value-based motivation of our teachers. According to our survey, teachers point out that a value-based approach is the main motivation of their activities: 86.1% of the teachers surveyed categorically deny prioritization of formation of the new mercantile value orientations of students; 74.8% of the respondents indicate their commitment towards "the creative nature of work"; 62.6% of teachers – to "the opportunity to realize their knowledge and experience"; 33.9% of the respondents – on "the opportunity to benefit youth," and finally, 17.4% of the respondents in their activities are guided by effective and fruitful "cooperation with colleagues".

Thus, the presented characteristics of poly-paradigmatic building of modern education in general and lifelong education of teachers in particular, do not, in our opinion, allow us to take them as a serious theoretical and long-term strategic framework of their modernization. Such grounds should be based on deep and comprehensive development of the teachers' modern human culture and creativity, providing not only the efficiency but the wisdom of building their educational work with their students.

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BASIC PRINCIPLES
OF CONTINUOUS EDUCATION

S. Z. Matupaeva

The offered system of continuous education's principles are not exhaustive, and over time it will be improved, taking into account the needs and new turns in education development.

Key words: education, professional competence, development of an expert, modern didactics, technology, scientific development, form and stage, method, training.

In the conditions of continuous education, the pre-university educational content has to become an introduction to modern science. Only with such an approach can a genuine, professionally oriented education be possible. Acquaintance with the choice of profession has to be carried out not at the last stage of pre-university education, but during the whole period of this education, starting with kindergarten. Unfortunately, the symbolical informative level of the submission of educational information does not allow this. For this reason, symbolical cognitive information represents a spiral, which is developed in a symbolical field, expanding it in the process of the age development of the personality. With such an approach, each age educational stage represents one autonomous region of the educational content. Similar isolation of separate age stages creates a condition of subsidiary of the previous age stage for the subsequent one. It is clear that the specified approach requires social and pedagogical control: someone will constantly have to lead the pupil along the educational spiral. As a result, we see that the source of informative development is not within the personality, but outside.

The principle of humanity testifies an educational orientation to the person, to the freedom of a person's choice in forms, terms, types of training, professional development, and self-education. This principle is realized through the creation of favorable opportunities for the development of a creative identity of each person. The person is considered as the purpose of the public progress.

The principle of democracy assumes the availability of education at any age, due to a variety of forms of education, according to their interests, opportunities and requirements. It provides freedom of transition from one educational institution to another, accelerated completion of training and professional development; means the equal rights of all citizens, irrespective of their class position, national features, state of health, education and development.

The principle of mobility is expressed in a variety of means, ways, and organizational forms of the system of continuous education, and their flexibility and readiness for fast reorganization according to the changing requirements of production, society and a person. It focuses on the use of different productive methodical systems and technologies.

The principle of advancing, of relying on scientific forecasting, demands faster and flexible development, reorganization of educational institutions and establishments of system of continuous education in relation to needs of public practice, and mobile updating of their activity. This principle focuses on a wide and

active use of new forms, methods, tutorials and retraining of experts, on the inclusion of innovative approaches to this process.

The principle of openness of the system of continuous education requires that the educational institutions expand their activity by attraction to training and professional development of nonconventional audiences, and free listeners. Thus, there is a need to work with different age strata and groups of the population which differ in educational level and vocational training, in attitude to education, vital aspirations that requires the creation of additional faculties, institutes, offices, courses on improvement of education and qualification, holding seminars and leisure-time clubs, not only in the educational institution, but also beyond its limits, and also the organizations of television and video programs.

The principle of the continuity of education is a systematizing one. Educational institutions, educationalists and specialists in professional development, sciences and productions have to reconsider a view on the role and place of education in human lives and societies. It is necessary to overcome the orientation to superficial "polyhistory" of the contents, and the overload by information and factual material. In the content of education, the problems of development of society, production, science, and culture must be reflected. Education has to be directed to the future.

The offered system of the principles of continuous education is not exhaustive, and over time it will be complemented, taking into account new requirements, and new turns in the development of education.

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DEVELOPMENT STAGES
OF LIFELONG EDUCATION:
A HISTORICAL ANALYSIS

An. I. Tuchkov

This article touches upon the questions of history of lifelong learning for the period from beginning of industrial revolution. Typical institutional structures which supported principles of lifelong learning are considered as a base of temporal delimitation.

Key words: history of lifelong learning, enterprises, organizations, communities.

The notion "lifelong education" contains an explicit temporal dimension. This circumstance alone increases the importance of historical analysis: throughout someone's life, there are inevitable changes in the life of society, which are of historical character. The things happening at the beginning of someone's lifetime refer to the end of the lifetime of someone else. Consequently, the historical aspect must be taken into consideration when studying the educational activity of an individual person. On the other hand, the notion of equal importance of temporal and spatial dimensions is deeply rooted in our conscience. When studying the history of education, they are combined within the framework of the study of the world economy (the system of education being a part of the latter). The diversity of education systems (including those beginning to develop the lifelong education system) introduces the spatial dimension into any serious research, though implicitly. However, this dimension becomes more explicit when studying the educational activity of individual people (or groups), since frequently a transition to a new level of education is related to spatial displacement. Let us consider an outline to the interconnection of temporal, spatial and institutional changes applied to protracted historical periods.

We shall start with the Industrial Revolution, which began in the majority of countries in the second half of the 19th century. This period is characterized also by the establishment of numerous educational institutions, mostly technical ones. At that time, however, these institutions could not fully perform the function of lifelong education institutions, even if there was such a necessity. The reason for this was the high degree of specialization of the knowledge and skills, required at a certain production facility. By "specialization", we mean the unique set of various knowledge and skills, whereby they can be assessed in full only within certain spatial and institutional limits. These limits can be different, from an individual workplace up to a group of companies in the same industry. However, during that historical period, a "unit" of spatial and institutional specialization was mostly a company. It is a company that often had unique equipment invented and produced by local artisans, while no educational establishment could teach anyone how to operate it. Usually, the repair was done in situ, and led to changes in operation and maintenance conditions. It should be noted that operating such equipment may be regarded as a continuous educational process. The specialization of knowledge and skills was enhanced by the necessity of interaction between various specialists, who were forced not only to exchange information, but also to solve unique problems, not described in literature. Thus, a company was a kind of

institutional structure, not only maintaining the process of education, but also acknowledging its results. This made them predecessors in a way, to the organizations implementing the principles of lifelong education. Sparsely situated companies drew their workforce from large areas, so the qualifications' mobility was combined with the territorial one.

The following, most typical period was the middle of the 20th century, when the educational functions were transferred from traditional companies to new types of organizations. We differentiate these notions according to the following criterion: the new type of organization has a more complex two-level structure, including the environment. The latter comprises other organizations (including educational), the groups of future (sometimes former) employees, improving their qualification. These organizations are more standardized, their activity is more predictable, and training can be done in educational institutions. As we can see, the new type organizations create prerequisites for lifelong education, though the system as a whole remains traditional – it is aimed at the completion and acknowledgement of education before starting work. It may be noted, that such a system of education may be described within the pattern "centre – periphery". The centre of educational activity (educational establishment) is the periphery of production activity (performed in the companies) and vice versa.

The crisis of the industrial system and large-scale production, which started in the late 20th century, has led, in addition to many negative social consequences, to a weakening of the above model, when the major functions of the education assessment were taken over by associations having a network character (for instance, employers' associations closely connected to innovation centers). Therefore, prerequisites were created for the merger of education and production, which corresponds fully to the principles of lifelong education. As for contemporary Russia, it is situated between the two periods described above: the disintegration of the industrial system was not compensated by the rise of competent associations interested in the development of lifelong education.

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MATURITY CRITERIA
OF SOCIOECONOMIC THEORY
OF LIFELONG LEARNING

. I. Tuchkov

This article touches upon the question of the socioeconomic theory of lifelong learning. It brings up the question of thesaurus appropriate to socioeconomic nature of lifelong learning and reveals problems and challenges of development of the socio-economy of life-long learning.

Key words: lifelong learning, socio-economy, educational investments.

"Socio-economy" is traditionally considered as an unorthodox economic theory, the main task of which is to try to bring moral principles into the activity of economic subjects. Already, this short description allows us to formulate some important statements about the possibility of applying a socioeconomic approach to the lifelong learning theory. First of all, unorthodoxy (shouldn't be viewed exceptionally as radicalism) fully corresponds with the long time conscious wish of a great number of serious researchers, to create a new socioeconomic model. This model should not only make possible a turn from exceptional attention to economic (and, if we take a closer look, financial) results and consequences of solutions made in consideration of the whole spectrum of social and economic issues, the solution of which the stability of the entire system and its ability to develop, depend on. A distinguishing feature of a new model can be the inclusion of the education system into it as a system as important as the production sphere. It is reasonable that only an education system targeting all socially and economically active society members can act on equal terms with production sphere. Its unorthodoxy (understood as a negation of the dominating "mainstream") lays in movement from the exceptional orientation on the analysis of the market functioning mechanism, to research of all the variety of market, institutional and process interactions. In such a case, movement on the line "market-institutions-processes" corresponds with a deeper (and specific – from the point of view of a research subject) penetration into the essence of an event. Furthermore, this research paradigm can act also as a basis for structuring the socioeconomic theory of lifelong learning.

On the other hand, the inclusion of moral principles into the activity of all subjects of economic activity without exception, fully conforms to the essence of education which, unlike the formalized teaching of specific skills, cannot but form systems of moral values and restrictions, and each of them provides the coherence and stability of the entire system. These principles will inevitably contradict a narrow, short-term and fragmentary understanding of the results of economic activity. Negotiating such an approach fully complies with the essence of lifelong learning, targeting all members of society.

Naturally, any developing theory unavoidably makes certain steps in maturity. Not pretending to fully describe them, we will list the main tasks required after the steps have been made, and will give readers the opportunity to judge the meaning of these steps for development of that part of the lifelong learning process, which in connected with its economic and social aspects.

Firstly, it is necessary to form such a part of a thesaurus which is an inherent part of exactly this theory. It seems that the introduction of this, in particular, symbolizes the birth of a new theory. Corresponding terms cannot be adopted from other equal to scale theories. However, they can be adopted from more common science disciplines (in particular, but not only from philosophy). So, when creating a heterodox evolutional economic theory, a philosophical and biological term of evolution has been used. Of course, such terms are not generally accepted in the process of the development of the theory: as from the point of view of the content, so from the point of view of their hierarchy. However, it can be said that these terms reflect the value foundation of the theory under discussion.

Secondly, similar to how a new house is built starting from a stone or a brick, a new theory without doubt requires the finding of a sort of a unit, the research of which permits us to elicit the main point of socioeconomic processes in lifelong learning. It should be noted that we use the term "unit", taken from the fundamental terms of arithmetic, as it is used in other sciences in order to speak about elements, atoms, cells, elementary particles, etc. Marx considered certain goods as a "cell" of capitalistic production (let us remark that, although his approach is considered as unorthodox, such a unit corresponds with a production and not an education field). Whatever this "initial point" is called, the whole variety of events studied by this theory is reflected in it like in a water drop, iridescent in the sunlight. Taking a more earthbound view, we have to find some kind of an analogue for a didactical unit (this can be observed as a "cell" of the traditional education system), as one of the possibilities of solving this issue.

Thirdly, consideration of "units of lifelong learning" (and they can be very different despite their "initiality" in the same way that the world of elementary particles is "populous" in physics) cannot but be supported by studying the forces joining these units together to an organic whole, thus providing for their existence, and the development of the entire socioeconomic system. Previously, terms were formed (corresponding with names of different units and their properties), but now we are talking about the revelation of regularities (which means that the introduction of new terms may be needed). This stage can be particularly considered as final. Finishing it successfully can be regarded as evidence of the achievement of a maturity level by the socioeconomic content of the lifelong learning theory. Further development will be a subject of theory and practice interaction. This refers to building up a system of values and measures, and forming a criterion of socioeconomic efficiency of lifelong learning thereupon. In addition, it becomes necessary to observe the interests of different subjects (as efficiency cannot be considered without analyzing corresponding subjects: what is efficient to one of them can be absolutely inefficient for the other. In this respect, one has to have in mind that almost all investments in the system of lifelong learning are multi-subject). Further stages of the theory development are largely determined by the interests of practice, and consist for example, in analyzing corresponding markets, institutions and processes, as well as in the interests and motives of the activities of individuals, communities and organizations.

It should be noted that a socioeconomic approach is a challenge, not only for a traditional (unorthodox) economic theory (the "mainstream"), but also for typical models of economic behaviour in education. The latest, in a few words, result in

one combination or another of strictly determined current profits (connected with work and mastering existing knowledge and skills), and a future principally not estimable acquisitions (connected with gaining new knowledge and developing skills which possibly, will result in a change in the position in current organizations or a transition into a new one). At this point, current and concrete results always take precedence over future and less defined ones. This problem, formally and partially, can be solved using mechanisms of discounting and stimulating. A peculiarity of the socioeconomic approach is organic and, respectively, full consideration of the social results of education can be considerably increased in providing its continuity.

TRANSFORMATIVE LEARNING OF INDIVIDUAL IN THE PROCESS OF LIFELONG EDUCATION

A. Tatarintseva

The author presents Reformative teaching concept by Dzh.Mezirov, which enriches modern understanding of lifelong learning, discloses deep psychological and pedagogical meanings.

Key words: life-long learning, critical thinking, meaning, perception, perspective, transformation, interpretation, experience, beliefs, values, competence.

Summary. Professor Jack Mezirow (1923–2014) was an American sociologist, Doctor of pedagogy in the sphere of Adult and Continuing Education. He is widely accepted as the founder of the Concept of Transformative Learning proposed in 1978 which became one of the most influential theory of contemporary Life-Long Education. This theory represents education as a powerful tool able to change a person much more than other methods of education, as the process of Self-reflection occurs at some successive stages: reflection, interpretation, experience, ideas. The learning experience forms and has especially strong influence on a student caused a paradigm shift and changes in the further behavior of a student. Mezirow (1978) distinguishes three forms of reflection: (1) reflection on the content; (2) reflection on the process; (3) reflection on the premise. Only reflection on the premise is able to transform a person's point of view and lead to reframing the situation's perception. Thus, a person casts doubt on his/her premises, beliefs, values and begins to understand how they influence on own attitude to the surrounded world. The most efficient learning includes individual's awareness of ways where unspoken assumptions restrict and distort his/her perception of the surrounded world's meaning and transform own believes and values. Thus, everyone possesses the potential to break free from his/her situation to transform his/her life, beliefs and values. Mezirow (1978) enriched the Theory of Lifelong Education by the notion "perspective" which has special significance for learners. Perspective is a field of individual values, meanings within which a man realizes himself as a personality. Mezirow in his the most popular work "Transformative Changes In Adult Education" showed that during learning there is a new interpretation of the previous experience and it gives a possibility to entering public life and Lifelong Education in a new quality. The Aim of the research is to investigate The Concept of Transformative Learning in the process of contemporary Lifelong Education. The Object of the research the process of Lifelong Transformative Learning. The Method of the research is the theoretical analysis of scientific literature on the given problem.

The essence of transformative learning conception by Mezirov (1978). Burge and Roberts [1995] define five characteristics of learners which exist in all types of the learning environment: (1) motivational calls to action; (2) the development stages (cognition and group processes); (3) gender differences; (4) cultural differences; (5) learning styles. Motivation influences on the amount of time that students are ready to devote to learning, the development of their competence and problem solving. The more she/he is focused on learning, the stronger is

her/his persistence in overcoming difficulties [Dweck, 1989]. Students oriented towards learning are opened to new challenges. Social possibilities also influence on motivation. Learners of all ages are more motivated when they see the usefulness of what they learn and when they can use this new information in order to do something to influence on others [Pintrich &Schunk, 1996; McCombs, 1996]. The influence of all above mentioned factors on individual's learning in the light of the Concept of Transformative Learning by Mezirow [1978] is analyzed in the proposed research. The key idea of the Concept by Mezirow[1978] is that learning occurs as soon as some changes appear in someone's value of perspective or in paradigm or when an adult rebuilds the system of his/her beliefs and views on the world. Mezirow[1978] defines some ways to encourage critical thinking and awareness. It is very important how a person interprets his/her experience , what meaning he/she attaches to that, how it can be changed in order to get new understanding of what happened and can learn from it for his/her future activities. People should learn to change their specific meaningful schemes, values, beliefs, attitudes and emotional reactions which in turn lead to the perspective's transformation. The perspective's transformation is the process of understanding how and why our assumptions limit the way of our perception, comprehension and a sense of the world. It is a process of restructuring usual expectations in order to make the perspective more perfect, and finally, making a choice based on already new understanding [Mezirow, 1991]. This type of learning is rooted in the process of meaning's creation which is the basis of constructivism where the surrounded environment should provide the support, to foster a dialogue and critical interpretation of the presented material and Self. Transformative Learning represents series of multidimensional interactions. It is what Hardrove [1998] calls "a triple cycle of learning" which he describes as "learning transforming a certain point of view underlying beliefs and assumptions forming representations about us as human beings and about what we identify ourselves with". The problem of Transformative Learning is urgent nowadays because the analysis of the current situation shows that each individual is influenced by the need to develop new knowledge and skills where a human factor should be in the centre of modern Lifelong Education. Thus, learning and transfer of knowledge are very important as Transformative Learning develops autonomous thinking [Mezirow, 1991]. More than 30 years the Theory of Transformative Learning deepens our understanding of what learning means. The dominant position in the Concept of Transformative Learning is a rational cognitive process connected with critical thinking. Cranton [1994] believes that the Theory of Transformative Learning by Mezirow was developed in the comprehensive and complex description of what how learners interpret and reformulate the value of their experience. Although Mezirow is considered the main creator of the Concept of Transformative Learning other scientists also contributed to this theory. There are three common themes in the Theory of Transformative Learning created by Mezirow based on the Psychoanalytic Theory[Boyd & Myers, 1988] and the Critical Social Theory[Scott, 1977]. These themes are the following: (a) the central role of experience; (b) critical thinking; (c) rational discourse.

Meaningful structures which should be transformed are based on totality of individual's cultural and contextual experience that has a huge impact on how

people behave and interpret events which could be rearranged and used in a rational way [Taylor, 1998]. The transformation of meaningful schemes occurs through leaning. The author of the given research shares the opinion of Mezirow who believes that such a transformation occurs through the series of stages which begin with reorientation of dilemma [Mezirow, 1991]. The next stages include: (1) self-analysis; (2) the critical assessment of assumptions; (3) recognition that such transformations occur also with other people; (4) the investigation of new roles or actions; (5) the elaboration of an action plan; (6) assimilation of knowledge and skills to implement this plan; (7) the verification of this plan; (8) the development of competencies; (9) sSelf-confidence in new roles; and (10) the new integration into life on the basis of a new perspective. Mezirow [1991] believes that Transformative Learning occurs when individuals change their reference points by critically reflecting on their assumptions, beliefs and consciously developing and implementing plans which bring new ways of defining the meaning of words. This theory analyses the process of learning which is inherently rational, analytical and cognitive with its internal logic [Grabov, 1997]. There are many critical comments addressed to the Theory of Transformative Learning created by Mezirow. The main sphere of criticism is its emphasis on rationality. Although many empirical research confirm the position of the theory that critical thinking is the basis of Transformative Learning a number of scientists concluded that " too much attention is paid to critical thinking in the process of perspective's transforming while the process itself is too rationally implemented [Tailor, 1998; Scott, 1977]. The opposite point of view that Transformative Learning is the intuitive creative and emotional process [Grabov, 1997] is based on the research conducted by scientists Boyd & Myers [1988]. These scientists created The Concept of Transformative Learning based on analytical or depth psychology. The scientific work written by Boyd & Myers [1988] reflected the idea of Carl Jung about individualization in the process of Transformative Learning [Jung, 1921]. Carl Jung quoted in the research conducted by Jacoby [Jacoby, 1990] defined individualization as "a process by which an individual is formed, differs from others and his aim is the development of own personality. Strength and dynamics associated with individualization are mainly unconscious and represent themselves independent from the conscious ego within the emotional, effective and spiritual components of human life". When people consciously participate in the process of individualization they often discover that their conscious aspiration based on their own ego could be who they want to be but it is not the same who they really are [Jacoby, 1990]. Transformative Education promotes natural processes of individualization by creative interaction in different dimensions of individual's subconscious life [Boyd & Myers, 1988]. The notion "Transformative Education" created for Boyd & Myers [1988] reflects the conception of psychology the centre of which is the Soul [Dirkx, 1998]. It means that processes occurred in Lifelong Learning are the processes which are primary, original, basic and necessary in the deepest essence of our existence – in our Soul [Sells, 2000]. The Soul in depth psychology represents the third way of thinking about the essence of man in addition to his mind and matter. Images express the ways by which people perceive the meaning of the social world. Dirkx [1998] determines Transformative Learning as "mythical and poetical". Mythical and poetical view is based on images and symbols, the language of poetry. This point

of view complements the idea of the perspective's transformation analyzed by Mezirow [1991] and Cranton [1994] who believe that the perspective's transformation is based on critical thinking, reasons and rationality. From the mythical and poetical perspective Transformative Learning refers to our Soul because people mainly pay attention to the images which are conceived in order to show powerful motives, concealed emotional or spiritual needs, problems presented at the subconscious level.

During the last years the majority of scientists investigated depth psychology focus on the spiritual aspect of Transformative Learning rich with poetic images. For example, Scott [1997] investigates the sense of loss and grief which can be accompanied by the process of somebody's transformation. Nelson [1997] believes that learners create their lives by using imagination and critical thinking in order to interpret the history of own life in the social context. Transformation is the fundamental change of somebody's personality involved the analysis of personal dilemma and the increase of the conscious result expressed in greater integration of personality. The process of recognition (insight) is central for Transformative Education [Boyd & Myers, 1988]. Recognition relies on such extra rational resources as symbols, images, archetypes in order to help in the creation of the personal vision or meaning what it means to be human [Cranton, 1994]. The recognition process by the viewpoints of scientists explored the process of Transformative Learning consists of activities included the following phases: (1) perceptivity; (2) recognition; (3) upset. At first an individual should be opened for the perception of alternative determinations of the essence of the meaning, then he/she should realize that this determination is definitely true [Boyd & Myers, 1988]. As for them, upset is the most crucial and necessary phase of the process of recognition when an individual recognizes that old patterns, models or ways of his/her perception are no longer relevant. So he/she moves towards the creation or adoption of new ways and at last he/she makes a single entity from the old and new models of perception.

In contrast to Mezirow [1978] considered that the ego plays the central role in the process of the perspective's transformation, Boyd& Myers[1988] use the structure which goes beyond the ego, they pay special attention to the essence of logic and causality in the definition of Transformative Learning which is more psychological by nature. Taylor [1998] believes that the process of knowledge transfer to a new situation of learning is under the influence of the extent to which people learn with understanding rather than simply memorize a set of facts or procedures. That is why the ability to understand is important for problems of knowledge transfer. Students are sometimes offered learning tasks which don't contain a clear meaning or logic. That initially creates a difficulty for them to learn with understanding, students should have time to study main notions and connect them with the acquired already information [Klausmeier, 1985]. The amount of time given for the study of material should be in proportion to the amount and complexity of the material which is studied [Singley & Anderson, 1989]. Two points of view to the essence of Transformative Learning are contradictory. One approach by Mezirow [1978] protects rationality dependent on critical thinking while the second point of view of Boyd & Myers[1988] is based mainly on imagination and emotions. The author of the given research believes that these differences in two

viewpoints can be understood better as the question of emphasis in this concept. Both viewpoints use as rational processes as also include imagination as a part of creative processes. Grabov[1997] believes that these two viewpoints include a lot of common, they are: humanism, release, autonomy, critical thinking, justice, impartiality, Self-knowledge, participation, communication, reasoning and discourse. Two different ways of Transformative Learning assume that there is not a single method of Transformative Learning. Differences in learning situations, in students and lecturers affect the experience of Transformative Learning. As people learn in different ways according to their learning styles pedagogues should not consider Transformative Learning as the sole purpose of education [Cranton, 1994]. Taylor [1998] suggests that not all learners are predisposed to be busy by Transformative Learning. Lecturers implemented the Concept of Transformative Learning should take into account the importance of their own role that is to create the learning environment with the atmosphere of trust, care and promote the development of sensitive relationships among students as well as among students and lecturers. It is one of the founding principle of the successful implementation of Transformative Learning. Taylor [1998], Loughlin [1993] believe that the responsibility of a lecturer includes the creation of the society of knowledgeable individuals united by the fact that they try to perceive the meaning of their own knowledge and experience. Cranton [1994] considered that a lecturer also establishes a platform for Transformative Learning by acting as a role model and demonstrating a desire to learn and change his/herself, broadening and deepening understanding of the substantive perspective by explaining the role of rational and emotional, the role of a student realizing and implementing Transformative Learning according to own style of learning. Let's determine the essence of the notion "learning style". There are a lot of definitions of the notion 'learning style': a choice of an individual of his/her own approach to implementing a learning task [Skehan, 1998], [Spolsky, 1998]; a cognitive, emotional and psychological feature of how learners perceive, interact and react to the learning environment [Keefe, 1987]; an experimental choice by the help of which individuals distinguish four phases of a learning process (concrete experience, observation promoted thinking, abstract reasoning, active experimentation) [Kolb, 1985]. Dunn [1993] defines learning styles as the conditions under which an individual begins to concentrate, perceive, process and retain new or complex information, etc.

Students should share responsibility for the creation of conditions under which Transformative Learning occurs. Thorndike [1932] believes that the degree of transfer between the initial and subsequent learning depends on the coincidence of specific facts and skills in these two events. Learning transfer can't be implemented without an adequate level of initial learning. The main result of Transformative Learning is the further development of students' abilities focused on a new position, an idea or the achievement of the paradigm, thus taking a new look at the same idea. Singley & Anderson[1989] believe that the following key characteristics of transfer are significant for contemporary Lifelong Education of Adults: (a) initial education is necessary for learning transfer, many types of learning situations can support learning transfer; (b) learning overloaded by situations can decrease the effect of transfer; (c) transfer is an active dynamic process but not a passive end product with a particular set of learning situations;

(d) obtaining new knowledge includes transfer founded on previous knowledge based on students' learning styles and their relevant cognitive level of the development. Students should be involved in deliberate practice included active continuous control of own progress, the feedback is one of the important preconditions for successful learning [Thorndike, 1932]. Understanding –where, when and why new knowledge should be implemented - can be extended by the usage of so-called "contrast cases", it is the conception from the sphere of perceptive learning [Gardner, 1974]. Contrasts organized properly can help students to analyze functions attracted their attention earlier in a new way and decide which functions are suitable and which ones are unsuitable to a new situation.

Conclusion. Large number of studies confirm that knowledge transfer can be enhanced. It helps students to see potential transfer implementing of those knowledge which they acquire now [Anderson, 1996].Transformative Learning refers to the process by which people deliberately participate in the process of the development and individualization throughout their life. Thus, they come to deeper understanding of Self and their relationships with the surrounding world. When students are given the opportunity to become experts of their own learning they change themselves, their feeling of Self-esteem increases as well as their confidence of own abilities, they study new spheres of knowledge which they considered to be impossible for them earlier. The viewpoint to Transformative Learning expressed by Boyd & Myers [1988] help us to accept more mystic and poetic look at understanding images, to strengthen its emotional and spiritual depth. The research approaches to Transformative Learning are under a great influence of rationality and logic based on the ego-conception of knowledge acquisition. Transformative Learning is one of the most exciting aspects of contemporary Lifelong Education. This process should be purposefully integrated in the evaluation of individual work where one of the significant component is student's awareness of his/her learning style and its connection with his/her success in learning. The more a student is aware of his/her learning needs, learning style and its link with own achievements in learning the more successfully he/she will reach own purposes in the process of Transformative Learning. The main objective of contemporary education is the preparation of students for flexible adaptation to new problems and changes. Quantity, quality and the type of initial learning are key determinants of the development of competence and the ability to knowledge and experience transfer to a new situation. The key factor in assessment of learning is the increase of the amount of time spent on learning, acquisition of conceptions underlying the new material. Students should be motivated to spend more time on complex subjects and problem solving which they find interesting. In order to develop the student's ability to penetrate into the heart of the problem the frequent feedback is very important. Students should control their learning and deliberately evaluate strategies based on the cognitive level of comprehension and learning style. Each new type of learning involves learning transfer. Students should be encouraged to think beyond the certain problem. A lecturer should avoid learning instructions which are too context-dependent. They should help students to understand themselves as learners in the context of education content acquisition, to choose, adapt, and invent instruments for

effective problem-solving, promote knowledge transfer and flexibility in contemporary Lifelong Education.

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**FOR THE HARMONIOUS DEVELOPMENT
OF MAN, SOCIETY ANF THE ECONOMY –
WHAT LEARNING MODEL
FOR THE 21ST CENTURY IN THE WEST?**

B. Dos

Every civilisation (situated and limited in time) or every society (situated and limited in space) evolves by pursuing a *collective goal* that it sets itself in a more or less conscious manner. The purpose of learning and training is therefore to endow each individual with the necessary knowledge and skills allowing them to work towards the realisation of this ideal model for civilisation or for society and so to play a part in accomplishing the *common goal*. Thus, the nature of learning and the content of curricula (at school, university and within the professional sphere) vary, historically and geographically, depending on the *collective* goal pursued by societies and civilisations.

The different kingdoms, and later, the western European countries, sought at each great stage in their history and through diverse reciprocal influences (political, economic, cultural, spiritual...), a great *collective goal* whose realisation, fairly homogeneous in time and space, has given rise in each period to a so-called «european» *model of society*. Remember that Europe was the cradle of what we call the «western model» as well as the centre of the West from the Middle Ages up until the end of the 19th century (before the United States took centre stage). And that Europe first, (notably through its policy of colonial expansion), and then the United States (through its policy in favour of globalisation) were powerful forces working to impose the model of western civilisation throughout the world.

Given that learning and training are closely linked to the *collective goal* pursued by a civilisation and to *the model of society* which ensues, what common aims and what kinds of learning predominated in western societies from the Middle Ages to the present day? Above all, what *collective goal* is the West pursuing today and towards what kind of social model is it tending ? And finally what type of learning should be advocated in the 21st century in the West in order to avoid the numerous dangers that threaten Man and to provide hope for the harmonious development of the individual, of society and of the economy?

Collective goals and learning in the West from the Middle Ages to the present day. The origins of modern western civilisation are to be found in Europe and date back to the birth of the first Greek cities. If we look at the modern history of western Europe since the fall of the Roman Empire (in 453 AD) from the angle of the relation between the *common goal* pursued by European civilisation at each stage of its development and the *learning provided* (whether it be academic / scholastic or professional) within European societies in the periods corresponding to each of these stages of development, we can distinguish two main periods. The first period stretches from the Middle Ages (from 453 AD to the 14th and 15th centuries) up until Modern Times (from the 16th to the 18th century). The second spans over 3 centuries, from the Age of Enlightenment (movement which began in the first half of the 18th century) to the present day. Indeed, from the Middle Ages to

Modern Times, learning was essentially **anthropocentric**, in the sense that Man and the development of his faculties (spiritual, intellectual, moral and physical) were at the centre of the system of education and learning. However, a *revolution* in learning and educational methods appears from the Age of Enlightenment. At this time Man and his faculties cease to be the privileged subject of study of the social elite who contributed to forging school curricula and professional training. From this time the *World* (no longer conceived as being a divine Creation, but as a «machine» subject to physical and mathematical laws[1]) becomes the main object of interest. Man is surreptitiously relegated from the *centre* to the *edge* whilst the study of the World and natural phenomena moves from the *edge* to the *centre* of epistemological preoccupations. Alongside this, the study and mastery of the interior (or *subjective*) world declines, giving way to the study and mastery of the exterior (or *objective*) world. In this new academic and scientific approach, western societies no longer consider Man as a *subject* but as an *object* in the world: so it is not surprising that in the learning process from this period, less and less attention is paid to *intuition* (faculty that enables us to consider the subjective aspect of man and things) in favour of *reason* (cognitive faculty favouring the objective study of phenomena).

What great *collective goals* did Western Europe pursue during these two great periods and how did learning evolve according to the evolution of these same objectives?

In the Middle Ages, society's *collective quest* was to *gain salvation through the practice, dictated by Faith, of the divine commandments* and by the *intellectual and spiritual knowledge of the Holy Scriptures thanks to the methods handed down by the Greco-Roman heritage*. Medieval scholastic learning (*trivium*, *quadrivium* then « specialisation » by Faculty – Theology, Law, Medicine), forged around this common aim, is conceived and dispensed by the Church and aims to *seek and gain salvation through access to the « Knowledge of God » thanks to the methods inherited from Antiquity.* Professional training destined for the class of « labourers » (merchants but also and especially craftspeople) is dispensed by the corporations where masters, journeymen and apprentices all rubbed shoulders. Nevertheless, spiritual teaching is not absent within professional corporations (the cathedral builders for example were craftsmen who served the spiritual life in their time).

In Renaissance times, a period marked by the increasing power of the Bourgeoisie, the *common goal* became *the elevation of Man and his emancipation from Nature* (cf Descartes) *through understanding and access to knowledge*. This period corresponds to a moment in history when « interior » and « exterior », when

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[1] «A quoi l'exemple de plusieurs corps, composés par l'artifice des hommes, m'a beaucoup servi, car je ne reconnais aucune différence entre les machines que font les artisans et les divers corps que la nature seule compose, sinon que les effets des machines ne dépendent que de l'agencement de certains tuyaux, ou ressorts, ou autres instruments, qui, devant avoir quelque proportion avec les mains de ceux qui les font, sont toujours si grands que leurs figures et mouvements se peuvent voir, au lieu que les tuyaux ou ressorts qui causent les effets des corps naturels sont ordinairement trop petits pour être aperçus de nos sens. Et il est certain que toutes les règles des mécaniques appartiennent à la physique, en sorte que toutes les choses qui sont artificielles, sont avec cela naturelles. Car, par exemple, lorsqu'une montre marque les heures par le moyen des roues dont elle est faite, cela ne lui est pas moins naturel qu'il est à un arbre de produire ses fruits. » Original extract from Les Principes de la philosophie (IVème partie , Article 203), René Descartes, 1647.

« subjective » and « objective » learning were in almost perfect balance. Education provided in this period is eclectic and well balanced between the « sciences » and « humanities » (literature, languages, arts...). It is intellectual as well as moral and practical. The wise man of the Renaissance is embodied by the figure of the « honnête homme ». The influence of the Renaissance, period when Humanism was born, was felt up until Modern Times.

The period of Enlightenment marks a rift because it corresponds to a period of « revolutions » from all points of view. The *collective goal* pursued by european society during this period (from now on governed by the Bourgeoisie) is: (1) on the *interior level*, to enable man to become autonomous by learning to think « for himself » (by the sole use of reason); (2) on the *exterior level*, to master nature through knowledge and the application of the mathematical and physical laws that govern nature.

Thus Science takes the place of Religion as the Path leading to Progress: and so education and training become ways to increase man's power through his command of nature, by improving his material environment and producing wealth. In this way, the sciences and technical subjects (looked down on since Antiquity because of their utilitarian nature) acquire, in the figure of « the engineer », their titles of nobility, while the « specialist » (new situation in history !) comes to be valued more highly than the « generalist ».

In the 19th century, western man enters the industrial era: the *common goal* pursued by the western nations of this period becomes *the exploitation and total mastery of Nature by means of technology and the domination of the Nation over other countries by means of wealth and economic power*. Education is provided in primary and secondary schools as well as at colleges and universities. These institutions are secular and often serve the State. Technical subjects with a practical bias become predominant and overvalued in the system of education because they generate an increase in productivity. Humanist education progressively takes a back seat. Indeed, it is during this period that « the Humanities » and « the Sciences » become radically separated (the student being obliged to choose between the two).

Finally, the shift which began in the 19th century continues on into the 20th century, the *collective goal* pursued by societies in this era becoming *the development of wealth through increased productivity thanks to technology and to the accumulation of capital*.

As the economy becomes tertiary-based (with more and more place given over to services), business schools gradually take on greater importance on the educational scene. By the turn of the Second Millennium these institutions have become highly valued within modern societies. In 20th century society, *man is valued solely on the basis of the technical or financial competencies he can offer, his culture and moral values being taken less and less into account*.

The Relationship between man and the economy. The etymology of the word economy is « the management of the home » (from the Greek   = home / μ   = law). The « home » or « house » is a construction that shelters man, thus a means put at his disposition to improve his existence. The economy (aiming to administer the City or the Nation) is therefore a science that aims to provide a « good life ». A « good life » is a life that enables man to develop the various

faculties that constitute his essential nature (physical, moral, intellectual and spiritual faculties) in a harmonious way.

In the West, from the Middle Ages up until the Renaissance, man's relation to the economy was healthy in that the latter was considered as a means put at man's disposition enabling him to lead a life dedicated to the development of his faculties. In contrast, from the Age of Enlightenment, this relationship is inverted in european societies due to the ascendency of the Bourgeoisie (represented to a large extent by merchants and traders) and to the increase in wealth (one of the goals pursued by the economy) which gradually becomes an *end in itself* and to which, in his education, his work and his life, man must subordinate himself. At the beginning of the 21st century, people in the western world live in societies where the facts show that the economy has become an *end* whilst man has become a simple *means* to achieve this end. He is still useful, but with the development of artificial intelligence, soon perhaps, no longer necessary. This inversion of the relation between the economy and man holds two major risks that are potentially dangerous:

that man having shifted from *subject* to *object*, is henceforth considered solely as a *commodity* or a *consumable product* (only to be *discarded* if no longer competent or fit for consumption),

that a society might emerge in which « intelligent machines » (capable of learning, correcting themselves and developing themselves), admired for what they can do and the scales of economy they help to achieve, might create an « inhuman » world, that's to say, a world in which man because of his « uselessness » and his « inefficiency » compared with robots, will no longer have his place and whose existence as well as his survival as a species would be threatened, (notably due to the fact that intelligent machines will evolve much faster than men who are subject to the slow laws of biological evolution)...

What are the recommendations for the harmonious development of man in society and in the economy in the West in the 21st century? To avoid the dangers that threaten western man in the 21st century (if he doesn't change direction), we need: (1) to restore the « logical » and « healthy » order of the relation between man and the economy, the economy existing once again to serve man. Man must again become the « end » and the economy the « means » (and not the opposite); (2) to give value again and/or to reintroduce the humanities (philosophy, art, history, literature...) into school and professional education as well as in initial or lifelong training because these disciplines will allow 21st century man in the west: (a) to know himself better and therefore ultimately to discern better what is good for him; (b) to find answers to the question «What is the meaning of life?»; (c) to know, through the search to understand his profound nature, that which distinguishes him from humanoid robots (which will exist amongst men in the years to come) and so to preserve his psychological health; (3) to place ethics and values once again at the centre of all teaching approaches both academic and professional. For, as the wise François Rabelais reminded us in *Pantagruel*, « wisdom does not enter an evil soul and science without conscience is but ruin of the soul»[1].

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[1] Here is the full original quotation: « *Mais parce que, selon le saige Salomon, **sapience n'entre***

It is not a question of advocating that technical progress be rejected, but to say that academic and professional education must give western man the means to think and take his place in the « numerical » society that is emerging. For in the same way that a knife can be used to kill or to prepare food, technology can help to destroy or to considerably enhance human life. But life on Earth can only be improved during the course of this century if people in the 21st century re-learn to put the modern instruments and tools that technology produces at the service of a « good life ». And for that to happen, humanity must be able to answer through humanities two injunctions carved into the lintel of Apollo's temple in Delphi « know Thyself » and « nothing in excess ».

That is why we argue that it is fundamental, even vital for the future of Man, to reassert the value of the humanities and to re-introduce them at an international level, into technical, scientific and professional training courses.

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poinct en ame malivole et science sans conscience n'est que ruine de l'ame, *il te convient servir, aymer et craindre Dieu, et en luy mettre toutes tes pensées et tout ton espoir, et par foy formée de charité, estre à luy adjoinct, en sorte que jamais n'en soys désamparé par peché. » Original extract from* Pantagruel *(Chapitre VIII « Comment Pantagruel, estant à Paris, receut letres de son pere Gargantua, et la copie d'icelles. »), François Rabelais - Édition Marty-Laveaux, 1868.*

COMPETENCE, COMPETITIVENESS AND MORALITY – MAIN IMPERATIVES OF LIFELONG LEARNING

ADMINISTRATIVE ACADEMICIANS OR ACADEMIC ADMINISTRATORS: COMPETENCE ASSESSMENT MODEL OF UNIVERSITY STAFF RESERVES

V. A. Lazarenko
V. B. Nikishina

Modern academic functionality is focused on scientific and methodological, administrative and service competences. The developed competence-based assessment model of university staff reserves integrates a scoring approach in evaluating the effectiveness of teachers' activities and the functionality process approach, within which the formation of competence-based potential of university staff reserve is carried out.

Key words: academic functional, higher school staff reserve, competence model, assessment technology.

It is now obvious that the academic environment is in the process of transformation in contemporary Russia, and this transformation involves both its organizational-status and functionally-conceptual level. It is a fact that education management has become an integral part of this process, and part of the professional activities of contemporary academicians. The issue of the correlation of the functional in higher school teachers' activities is the issue of determining the proportions and the volume, rather than the need for its solution. The idea that employees are the key to everything has materialized in effective contracts. And not to extend the prospect of the revolutionary cataclysms to a long-term level, it is logical to carry out staff reconstruction of higher schools in an orderly manner, and to start with staff reserves. Accordingly, there arise some problems at this level: (a) the problem of combining teachers' and administrative duties; (b) the problem of integrating young employees into administrative work; (c) the problem of assessing and forming the organizational-management competences of the staff reserve both for the horizontal and vertical level of the hierarchical structure of the organization.

The rating-based model of assessing the effectiveness of higher school teachers' activities is focused on result-based grounds and eventually fixes the fact of their availability or absence deriving the integral indicator of the result volume as the absolute value and the score rating as the relative value. The competence-based model of assessing the effectiveness of higher school teachers' activities allows one to answer the question of which level and content of competence provide the actual volume of teachers' activities effectiveness, and which competences are to be optimized to build and implement the individual and general organizational prospect of professional activities. The competence-based model of assessing the effectiveness of higher school teachers' activities performs the

functions of an indicator and guideline in building the university staff strategy. And in the indicated distribution of the powers, both the rating-based and competence-based models must and can be included into the system of staff development of the organization.

The intensification of the changes in the organizational environment as well as the differentiation of the functionality of a modern manager set high demands on the manager's initiative taking, and ability to handle stress. The presented ideological grounds were laid as content-related indicators of preparedness for management of structural divisions of a higher educational institution in the procedure of competence-based assessment of the university's staff reserve. The objective of the assessment is to determine the level of formedness of the basic organizational-management competences of the manager among staff reserve participants (based on the parameters of problem analysis, planning and organization, persuasiveness in communication, initiativeness, fo9(s)1ds on(i)-24.1(et)-15.7(e

secondly, the range of the aggregate assessments of high competence level employees varies from 28 to 21 points in absolute values, which corresponds to 70-52.5% effectiveness in relative values with the maximum value of 40 (100%) in terms of the aggregate value of the competence-based positions, i.e. the staff reserve employees having high values in terms of the general competence are at the level of 52-70% effectiveness.

In the content-based analysis of the general competences, the following competences have the lowest level of formation: initiativity (1.8 ± 1.27), problem analysis (1.4 ± 0.84), planning and organization (2.33 ± 0.88), which is demonstrated by a lack of suggestions for the way to solve particular problems, a long period of getting involved in the situation, difficulties in identifying the problem field, a lack of suggestions and reasoning regarding the ways to solve the identified problems, and the lack of a detailed plan and task-oriented planning. The interaction of the staff reserve participants in the assessment process is mainly carried out using the strategies of refusal from the position, compromise and dominance. The share of participants with personal organizational initiative was 18.4% of the overall number of the staff reserve. Furthermore, there was an obvious contradiction between the declared claims to management and the real initiatives to manage the participants. This trend corresponds to conflict motivations in the claims to the management position, and is one of the organizational threats of staff development.

Based on the results of assessing organizational-management competences by the levels of the functional-hierarchical structure of the university it was established that 85-90% of the functionality of a modern higher school manager is functionality determined by organizational-management competence. Every level of organizational hierarchy has its own volume of functional competence-based content. The higher the hierarchical level, the greater the share of the organizational-management competences.

In the group of positions of a staff reserve professor, the planning competences correspond to the general organizational level; the competences of orientation towards interaction and initiative taking are higher than the general organizational ones; the competences of the problem field analysis correspond to a low level. The content-based analysis of the identified organization's problem field by the assessment procedure participants is characterized by a lack of concreteness, organizational non-specificity, and lack or inadequacy of a way of solving the problem.

In the group of positions of the staff reserve associate professors, the competences of the problem field analysis correspond to a low level. The content-based analysis of the identified problem field by the assessment procedure participants is characterized by formality, lack of concreteness, focus on problems of a material-technical level, and lack or inadequacy of a way of solving the problem.

In the groups of positions of the staff reserve assistants and senior teachers the competences of problem analysis, initiativity, planning, orientation towards interaction, ability to handle stress are below the general organizational ones. The content-based analysis of the identified organization's problem field by the assessment procedure participants is characterized by descriptiveness, lack of

concreteness, stating character, and lack or inadequacy of the way of solving the problem.

Thus, the general organizational competence-based deficit of the staff reserve composition is the low level of problem analysis both at the level of a division, and the level of the university as a whole. This makes it necessary to perform regular staff auditing to assess the formation of the competences of problem field analysis, planning and motivation for management activities, with possible interstructural rotation. It is reasonable to include teachers into the staff

KNOWLEDGE AND COMPETENCE: VALUE ASPECTS

D. M. Fedyaev

Educational setting to getting knowledge is adequate to the drive for the truth. It ensures forming of tolerance in a natural way. Competence setting is adequate to the drive for benefit. It is technogenic by nature and forms action readiness and pragmatism.

Key words: the truth, benefit, knowledge, competence, technique, project.

The contradictions of modern education reflect one of the major contradictions of the cognition process which undergoes queer metamorphoses being still unsettled. Fundamentally this is the contradiction between the truth and the benefit. In the national system of education it revealed itself in its obvious form at the beginning of the new century the setting to knowledge gave place to the setting to competence. The principal theses to be given below reduce themselves to the following: (a) both positions rely on different historical-cultural and worldview grounds; (b) they facilitate establishment of different value settings; (c) they promote formation of different versions of lifelong education.

The first position (if we rely on the antique tradition only) originated when the philosophers of the Eleatic school declared that the truth-based world is principally different from the opinion-based world. With Plato the truth-based world transformed into the world of ideas while the opinion-based world transformed into the world of things. The world of things simmers, flows and changes; things emerge and disappear. The world of ideas is articulate, logical and beautiful. In the Middle Ages learned scholars studied the trivium and quadrivium, argued about pure substances, strove to gain insight into the God. They were not concerned with the issues of practical usefulness of knowledge. Handicraftsmen had useful knowledge but they were not much interested in issues of substances and causes. The major issues for them were those of the way to do something: metal smelting, metal hardening, skin curing, crockery burning, etc. The tricks of the trade were carefully kept and handed down from generation to generation.

Once the contradiction appeared to be temporarily settled. In the course of the scientific and industrial revolutions at the turn of the New Time it became clear that truth is useful. Science operating with material points, degrees of freedom, ideal levers and inclined planes, mechanisms as such, relying on mathematical methods, showed itself to be more useful technically than the knowledge of handicraftsmen dealing with real levers and mechanisms. The first operating machines were created by handicraftsmen but machine production in its full volume was established on the scientific basis. Truth in its abstract-theoretical form revealed its usefulness while the yesterday's bearers of useful knowledge – handicraftsmen – disappeared "as a class". It became clear what young people should be taught: certainly the fundamentals of the science which establishes truth and thus yields benefit. But the contradiction between the truth and the benefit restored quite fast. Looking for truth and applying it in practice appeared to be different occupations. Besides, the application is also dual. An engineer embodies the truth found by a scientist in the metal of the machine. An entrepreneur

organizes business making truth bring profit. These occupations demand different training.

The basic concepts of education have both historical-cultural and philosophical roots. The "knowledge" paradigm of education presently despised unitedly by scientists-educators equally corresponds to the classical philosophical materialism and objective idealism. Both schools of thought, with all their opposition, agree that objective processes are governed by objective laws or principles. The former focuses on the fundamental principle of all laws: the matter while the latter focuses on laws themselves (the objectively existing spiritual) but in their cognitive pathos both are aimed at their cognition and if we word it in religious categories – on cognition of the fundamentals of the divine world order.

The "human" context of education as assimilation of knowledge helps to clarify the playful formula: education is what is left after everything learnt is forgotten. The following probably is left: (a) understanding that the mankind has certain knowledge basically different by the level and nature from the set of elementary information, gossip and streams of journalists' consciousness carried by mass media; (b) capacity for more than average tension necessary to assimilate and apply this knowledge, in other words, the capacity for real work. There is also a purely "educational" result. According to the Hegelian concept briefly and concisely set out by H.G. Gadamer, education is the individual's rise to the universal. Theoretical education takes the man beyond what he immediately knows and comprehends. Its result is to give significance to the other and to find summarized viewpoints. To recognize one's own in the other's (whether it is a formerly unknown science with its absolutely unusual language and line of thought or another culture separated from us in space and time or another individuality), to accept it, to settle down to it is the basic movement of the spirit [2, pp. 51-55]. In other words, irrespective of any special educational actions theoretical education promotes formation of the quality which is now commonly referred to as tolerance.

The key category of the alternative version of education is competence. The discussion of the competence problem is usually related with obvious or unobvious criticism of the traditional Russian (to be more precise, Soviet) education which is considered today to have given good knowledge but to have failed to teach to apply it. For example, "the professional competence of a teacher is understood to an integral characteristic determining the specialist's ability to solve professional problems and typical professional tasks emerging in real situations of professional activities… The "ability" in this case is understood to be "a skill" rather than "aptitude". "Able" means "can do". Competence always reveals itself in activities. One cannot "see" the unrevealed competence"[5, p. 9]. According to another definition, "competence is the result of education manifested in the student's acquisition of a certain set (menu) of methods of activities regarding a certain object of influence" [4, 7]. In this definition one characteristic word strikes the eye: menu. Let us assume that other authors do not use this term and in this case its use is caused by the authors' fascination with the computer. But this "slip of the tongue" is hardly accidental: what is meant here is a certain set of methods of activities; besides, it is considered that the methods have already been developed, are available while the competent subject of activities skillfully synthesizes them for a particular situation.

Alongside with competence scientific-pedagogical papers often contain another characteristic term: design. It is not always that the design-based method of learning literally is mean but "design" and "designing" have turned into attributes of the contemporary educational activities. Designing as a special kind of activities originated in ancient times with the appearance of a drawing: historically the first form of a design but the transition from the traditional to design-based culture (as the Art Nouveau culture is sometimes called) is conditioned by the development of the machine basis of industrial production. For a machine to become possible, labour was to be divided into elementary basic operations, their optimality and simplicity making their mechanical execution possible. The standard set of operations opens the possibility to create a number of technical means and to develop various technologies having the common basis of mechanical "taking" of the subject of labour. Designing was primarily built on search for new combinations. Under the influence of the technosphere similar processes were revealed in other fields: division of the holistic activity into relatively elementary components and their subsequent combination. The system of education was no exception.

Competence, design, technology are the terms reflecting the progressing technicalization of the pedagogical science and practice. Actually, there is nothing unusual in recognition of technicalization of pedagogy. Discussing the specificity of pedagogy as a science S.I. Gessen already wrote that "we can call practical sciences applied or normative; we often also call them technical. Pedagogy is likely to belong to such sciences" [3, p. 23]. The technogenic ideology of competence relies on the pragmatism philosophy for which establishment of the truth is just one of the instruments; truth is the idea's workability in the relevant situations and is of no value as it is. Pragmatism, in its turn, is rooted in Protestantism with its setting to unresting and effective activity with sacral meaning given to it within the framework of the secular profession.

Being consistently implemented the knowledge paradigm of education promotes formation of tolerance while the competence paradigm in the same natural manner forms readiness for action, this action being based on a combination of the available methods and techniques. As all the links of the "competence – design – pragmatism – Protestantism" chain are technical in the broad meaning of the word, accepting the competence ideology we strengthen the technical component of education thus joining in the values resulting from the technical attitude to the world. "This will not work", says an engineer sometimes just glancing at the drawing, scheme or finished item. It should be noted that something may *fail* to work for the most different reasons. Whether some universal law may be violated in the principle of the action of the item or its design may fail to take account of some little thing negligible in the scale of universal laws, it may equally fail to work. The world of engineering is characterized by *the equal significance of the general and the singular.* We may suppose that in its practical implementation technicalized pedagogy will not be excessively focused on the priority of the so called *supreme* values. The inherent value of the means is equally characteristic of the technical world attitude. For example, the Kalashnikov gun is a murder weapon but look how simple, reliable, efficient and beautiful it is! How nice it is to hold! If pedagogy directs the learner towards a successful result, why

shouldn't we apply the means facilitating achievement of this result with the maximum efficiency?

There is one more substantial point in extending the competence ideology from the West to the national ground. We deprive it of its initial protestant foundation which ensured organic integration of the following ideas into technicism: (a) the idea of working not for oneself only but for one's neighbor which issues from the very fact of labour division for protestants; (b) the idea of collectivism which is natural because any serious business is always a common goal and out of the feeling of spiritual commonality which was always inherent in protestant associations. As a result, competence cultivation outside the protestant foundation devolves into pure technicism. In scientific-pedagogical literature, however, attempts are sometimes made to relate the competence ideology with some especially high moral. For example, development of the author's course of Pedagogical Axiology is offered [1, p. 114]. In another paper we read that "professional competence of a teacher reveals itself as a way to bring one's mode of life, its core being the "teacher – student" relationship, into accordance with the image of the world as the conceptual reality" [6, p. 51]. Both ideas are fine but are not naturally related with the concept of education as it is. In one of the recent papers I came across complete authentication of the versions given here in a single technocratic model [7, 61] but there still seems to be quite a substantial difference between them.

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THE CONTENT
OF PROFESSIONAL COMPETENCE
OF PEDAGOGICAL COLLEGE TEACHERS

Z. M. Urazova

Use of the above described mechanisms in the practice of teaching educational and professional disciplines in higher educational establishments will promote creation of psychological and pedagogical conditions ensuring forming of professional competence, and also professionally significant orientation of students' activities.

Key words: education, professional competence, development of an expert, modern didactics, technology, scientific development, form and stage, training method.

The professional competence of future specialists presupposes bringing its components into a consistent condition, as well as their consolidation in activities, in particular:

(1) the future activities and supposed result identified by the teacher through the goals of education are refracted in the student's consciousness: as a result one can note his/her own need for mastering the professional activities with actualization of the motives and value system. The degree of reflection of the assigned goal depends on how much it corresponds to the student's activities orientation. In the case of their complete agreement, there occurs the subjective acceptance of the goal, its acquisition and management of the goal; in the case of partial agreement, one can observe their confrontation; management is effected by means of other mechanisms – addition and transformation;

(2) under the influence of the need for actualized motives of future activities, students construct the goal of their future professional activities taking account their actual values. Correlation of one's own goal of activities with the motives of professional activities results in the appraisal of its significance and formation of the personal meaning of activities. At this stage it is expedient for a university teacher to specially allocate some part of the methodological classes in the course of education so that the student can form the personal meaning of mastering his professional activities as a result of such correlation;

(3) constructing the student's future professional activities is manifested in developing the goals of particular pedagogical actions, establishing their co-subordination, identifying the sequence of performance of actions on this basis, and specifying the content and ways of their implementation. The teacher helps the students in constructing activities adequate to the level of their professional competence, individualizing the teacher's interaction with the students in the education process;

(4) the conception is implemented by applying the means necessary for achieving the goal of specialist training. The activities reveal the motives guiding and regulating them. The intermediate results are compared with the goals of actions, while the latter are compared with the goals of the activities prior to their embodiment in the planned result;

(5) the process of analysis involves appraising the objective and subjective significance and modality of the process of the student's educational and

professional activities and the achieved result by its correlation with two goals: assigned and accepted. In the case of conformity between the achieved subjective result and the modality of the accepted goal, stabilization of the components of professional competence is achieved; in case of nonconformity, the reasons for such a phenomenon are searched for.

These reasons are eliminated in the first case by specification and students' deeper understanding of the content of professional competence by encouraging the future specialists towards self-reflexion; in the second case – by the teacher's fulfillment of the requirements of individual-group differentiation of the students' activities taking into account the formed professional competence. The stabilization mechanism is linked and interrelated with the mechanism of addition which starts functioning parallel with its fourth and fifth link. Application of the addition mechanism results in formation of professional competence and, accordingly, its transformation. Transformation of professional competence is understood to be the change and transformation of the content, and the structure and effectiveness of its components. The effect of this mechanism is expressed in orientation reappraisal of the students' activities and subsequent change of their professional skills, which eventually results in formation of professional competence.

It should be noted that the super-task of a university teacher is to create psychological and pedagogical conditions for stagewise education of the students' possibility to manage the action of the mechanisms of stabilization, addition and transformation of their professional competence. The stages of increasing the conditions are: the teacher's management of the student's activities – co-management of the mechanisms of functioning of the professional competence by the teacher and the student – self-management of the process of professional self-development by the future specialist. It is supposed that teachers of different academic subjects can and must participate in the work at drafting the academic course and training the specialist of the particular qualification. This will enable future teachers of a pedagogical college to study the subject-related field of science. This will be accompanied by integration of subject-related knowledge through common objects of studies and, in its turn, will ensure development of integrated or transdisciplinary thinking.

Based on the above, the profession-focused training technology allows considerably increasing the degree of meaningfulness of the training material through: (a) change in the structure of the training material, which implies the connections between the elements of the material being studied. Within the framework of the technological approach, the structure of the training material is established on the basis of education of the specialist's professional competence. The system of notions is unfolded in the dynamics of the project activities. A certain comprehensive story appears in the educational process: cognition takes place in the process of work at projects – design, modeling, construction, and research; (b) organizing active kinds of learners' cognitive activities in the context of mastering their profession. This ensures achievement of the guaranteed results of training of future specialists, building knowledge, skills, abilities, and qualities of the individual which are significant for the student's future professional activities, and enabling students to perform their functional duties as assigned; (c) change of the teacher's role. The teacher stops being the sole keeper of truth and knowledge. He/she has

the role of project manager and colleague; authoritarian pedagogics gives way to pedagogics of cooperation.

Such organization of training requires the appropriate technology. Firstly, it is important to determine the leading goal of every academic subject; secondly, to identify the most significant professional tasks to be solved on the basis of knowledge acquired in the particular subject; thirdly, to determine the expedient structure of the training course, and the specific weight of its every part taking the expedient structure into account; fourthly, to develop an appropriate system of practical tasks and assignments.

Thus, the use of the aforesaid mechanisms in the practice of teaching training-professional subjects in a university will promote creation of psychological and pedagogical conditions facilitating formation of professional competence as well as professionally significant orientation of students' activities.

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THE BASICS OF THE COMPETENCE-ORIENTED APPROACH TO THE CONTENT OF PRIMARY EDUCATION

R. G. Safarova

Improving the content of education in the Republic of Uzbekistan is connected with the determination of the level of students' competence. This article describes the key aspects of the content of subjects included in the curriculum for the initial stage of education, and sets the goals and objectives of primary school pupils training in terms of subject integration and implementation of comprehensive development of pupils, and continuity with the subsequent stages of training.

Key words: learning content, learning material, consistency, continuity, integration, competences, thinking development, communication skills, primary education.

One of the priority trends in personality-oriented primary education is the development and upbringing of students in the spirit of respect for universal human and national values. Spiritual and moral upbringing and physical development of a child takes the leading place at the initial stage of education. Moral and ethical norms and universal human values are mastered on the basis of the instruction material, offered in the form of educational texts, didactic exercises, learning activities and cognitive information. The period of schooling is characterized by the intense development of logical thinking in children. Whereupon the development of a child's imaginative thinking cannot be ignored. It is a propaedeutic, the simplest initial form of logical thinking. For the initial period of schooling, imaginative thinking is the principal form of intellectual development.

Special priority at the initial period of education is given to such subjects as native language (reading) and mathematics. Learning one's native language promotes the expansion of students' mental activity, shaping the ability to express one's thoughts in oral and written form, and to communicate freely with other people. Mathematical primary education must ensure the formation and development of the ability to think logically, the abilities to state and prove one's assertions, mastering of knowledge within the framework of curricular requirements, and to prepare students for continuing mathematical education at the next stage, that of regular secondary school. Proceeding from the concept of personality-oriented training, learning one's native language and mathematics at the lower grade is also focused on mastering spiritual and moral national and universal human cultural values, at the development of communicative culture, formation and development of mathematical thinking and language, and learning the fundamental principles of economic knowledge.

The curriculum for the lower grades provides for students' mastering reading and writing skills, the ability to compose simple sentences (based on everyday life realities), and shaping communicative abilities and skills. Students familiarize themselves with national traditions and the culture of the Uzbek people by reading folk tales and training texts.

Under the Decree of the President of the Republic of Uzbekistan "On Measures Aimed at Further Improvement of Foreign Language Learning Systems", a program focused on introducing modern pedagogical, information and

communicative technologies into the training process is implemented, global information resources and the achievements of global civilization in the sphere of education are extensively used, and conditions are provided for international cooperation and inter-ethnic communication. Learning foreign languages (in particular, English) starts in school in the Republic from the 1st form (in the form of playing lessons and an oral conversation courses). Alphabet, reading and grammar are gradually taught from the 2nd form. The content of foreign language teaching in the lower grades is determined by the State educational standard. At the primary education stage, children are familiarized actively with the world around, its structure and nature, students' notions and the basics of scientific world outlook are shaped. Feelings of love and care for nature are awakened, and knowledge about reasonable use of natural resources is learned. This block of concepts and notions is realized in the process of learning the subjects "The World Around Us" (the 1st and 2nd forms) and "Natural Studies" (the 3rd and the 4th forms). Children get knowledge and concepts about the phenomena and objects of the world around them, and their variety and classification. They learn to apply their knowledge in practice. At the same time, students are prepared for changes over to the next stage of education: studying scientific disciplines – geography, biology, physics and chemistry. It is also pertinent to notice that at the stage of primary education optimum opportunities are created for the integration of the content of educational subjects. Apart from shaping generalized knowledge and the development of general scholastic abilities and skills, integration also comprises learning information about the history of one's country, about great memorable dates in the life of the Uzbek people, about labor and crafts, the way of the people's life, and about the geographic features of the native country.

The content of educational cycle subjects as a whole must be directed at the physical development of a child and the promotion of his/her health, forming of moral concepts and behavioral norms in children, upbringing esthetic feelings, the ability to see the beauty of the world around, and the labor and deeds of people embodied in color and sounds of music. Besides, it is necessary to provide shaping of the basic knowledge about family and its economic foundation. The introduction of students into the world of arts offers an opportunity to shape a number of psychological qualities in them. One of them is the development of imagination and fantasy. If a child's imagination is underdeveloped, it will be hard to shape creative thinking and even high moral standards afterwards. At the same time, mastery of imagination guarantees a person success in all spheres of activity. Thanks to the introduction to the pieces of arts, imagination and conceptualization skills are developed more intensely. Experience and observations have shown that 5th-9th form students experience great differences in learning because of underdeveloped imagination and conceptualization skills. The introduction of physical an aesthetical criteria into the content of education can condition primary school students' attitudes towards beauty. This is one of the principles of development of national consciousness. Studying works of art occupies one of the most prominent places in the teaching of ethics, pictorial art, musical culture, crafts and physical training.

The basic content of the subject-matter disciplines learned in primary school is determined in the state educational standards and supported by the developed

competences. Such an approach creates a solid foundation for shaping a harmonious personality.

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ON THE COMPETITIVENESS OF UNIVERSITY
GRADUATES OF THE SPHERE
OF STATE AND MUNICIPAL GOVERNANCE

V. A. Lugovsky
M. N. Kokh

The competitiveness component of an individual on the labor market is the professional identity that helps moving towards professional growth and self-actualization. There is a problem of professional self-categorization of university students who are future employees in the field of state and municipal governance.

Key words: competitiveness of an individual, professional competence, professional identity, professional development.

The problem of competitiveness of the individual in Russian society emerged only at the turn of the 20th century, when the centrally planned economy gave place to market relations. This process entailed a change in the habitual mode of life of the population. The market economy, being a system based on private property, freedom of choice, and competition, relies on personal interest, and it is personal interest and personal needs that underlie completion and are the driving force of economic development.

We understand the university graduate's competitiveness to be his/her ability to provide oneself with guaranteed work in the received specialty at a prestigious organization with the prospect of successful promotion by the time of completing university education. Four positions are identified as the criteria of personal competitiveness: qualification, professional competence; motivation; culture (values and level of development); behavioral characteristics (behavior on the labor market), life orientation (availability of a plan for one's life and career, identification of life goals and employment goals) [2]. Thus, based on the previously mentioned, the competitiveness of the student on the labor market is a complex, integrative formation, with its major component being the individual's self-consciousness. The point of application of forces on the part of university teachers is to form the "I-image" of the professional and the professional identity of the personality as an important aspect of self-consciousness necessary for successful functioning of the individual in the profession. Competitiveness will grow as the student becomes conscious of the social significance of his profession, membership of his professional group, and his significance in this profession. Professional identity helps the individual to control his professional development, to make a conscious choice of the line of his professional development, relying on his own and group values (A.P. Ermolaeva, E.V. Egorova, L.B. Schneider, and J. Super). The system of value-based orientations and meanings becomes part of professional identity only at the top levels of phenomenon development, when the individual has his views and ideas, and the image of what he wants in the professional aspect [1].

The complicated political and economic situation in the world, which has generated a number of problems in the Russian economy, and on the financial and consumer markets, requires a sometimes immediate and competent solution on the part of the governing structures of different levels. This primarily refers to

professional activities of an employee in the sphere of state and municipal governance, and actualizes the process of self-identification of representatives of this professional community. The complexity of the process of self-categorization of an individual in the profession in this case is accounted for by the current scarcity of behavior samples, attitudes, and stereotypes, i.e. finished cognitive structures that would provide the process of professional identification of a state and municipal employee. The complexities of group self-categorization and formation of professional identity as man's conceptual idea of his profession and himself in the profession entail problems in the formation of the professional's personal identity.

The declared problem is still more relevant for young people who are just receiving education in the sphere of State and Municipal Governance and who will largely determine the future economic and social order of Russia. They lack both professional and life experience which would alleviate the difficulties of their professional self-identification to some extent.

The subjects of ensuring the student's competitiveness are: (a) the higher educational institution, specifically the university's services of assistance and the graduate chair; (b) employing enterprises; (c) the student's parents: and (d) the student himself [2]. Alongside the student, one of the leading positions in this list is taken by the university. The competency-based approach being implemented today at national universities is designed to raise graduates' competitiveness both on the domestic and global labor market. The adoption of the third generation standard has obliged higher educational institutions to identify and describe the competencies to be formed in the course of students' studies of the complex of academic subjects corresponding to the particular training area. The "Passport and Competencies Development Program" is the new document identifying the ways of developing competency, methods and technologies to be used. High attention is paid to the stock of evaluation means (case problems, questions for colloquiums, list of topics for discussion for round tables, portfolios, topics of creative assignments/projects, business role games, tests, etc.). As we see it, the principal purpose of these evaluation means is that the knowledge acquired by the student should become the knowledge-tool enabling the student in the future to complement his personal and professional experience independently developing his professional "I", to plan the trajectory of his professional and personal growth. The educational environment of a higher educational institution is to help the student to form his value-conceptual constructs; it should provide the experience of interpersonal communications, which would become a means of the individual's self-identification in the profession, and promote development of the person as a competitive individual on the labor market.

As we noted above, the individual's competitiveness in the profession is largely determined by the level of development of the individual's professional identity. Therefore, we have set the task to study the phenomenon of the "personal I" of students who are future employees of state and municipal governance. We used the "Who am I?" test of M. Kuhn and T. McPartland. A total of 67 students participated in the study. These were young men and women age 20-21 studying in the 4th year of the department of State and Municipal Governance of Kuban State Agrarian University. Considering the issue of the validity of the test, the authors emphasize that the "Who am I?" question is a question which is logically

related to what the individual associates himself with, i.e. the social status or the characteristics which, in his opinion, are associated with him.

As per the testing results, the following principal groups of the students' characteristics of their "I" were identified in the testees' answers: role characteristics, characteristics describing the individual's psychological status, characteristics of the testees' competence (the testees' answers showing the presence of a certain ability). A separate group was made up of respondents' answers pointing at professional identification. Then the average indicator of occurrence of the answers belonging to a certain category was calculated (as a percentage). The following results were obtained: 55% of the respondents' answers refer to role characteristics (most often the students identified themselves as a daughter, son, wife, student, sister, etc.); 3% of the answers refer to the category of gender characteristics: girl, beauty, feminist; 17% of the respondents' answers belong to the category of "psychological status": sensitive, trustful, determined, etc. The remaining part of the answers belong to the category of "competence": dancer, sportswoman, intellectual, etc. (the answers belonging to this category accounted for almost 24%). It is noteworthy that only 1% of the answers belong to the category of "professional identity". Out of the entire sampling only 12 students described their "I" in such terms as an executive, future executive, manager, director, or chief, which evidences the low level of the students' identification of themselves with their professional group.

In our opinion, task-oriented coordinated work is necessary for all subjects of the educational process – teachers, parents, and students themselves – aimed at development of students' professional identity. It may be expedient to actualize the career guidance work at the university and in the family. The means and methods of education used today are probably insufficient for development of the individual's self-identification in the profession, which, in its turn, prevents development of the student as a competitive individual on the labor market. It is only one's consciousness as a representative of a particular profession, in this case "an employee of state and municipal governance" which will provide the individual with the vector for self-education, self-development, and self-actualization in the profession.

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EDUCATION OF PROFESSIONAL COMPETENCE AS A PSYCHOLOGICAL-PEDAGOGICAL PROBLEM

N. T. Akhmedova

A rather significant amount of research is devoted to the challenge of developing teachers' professional competence. However, researchers are still interested in this issue, thus indicating the special importance and relevance of a solution to this challenge at the present stage of modernization and development of the continuous pedagogical education system in Russia.

Key words: pedagogy and psychology, contents, structures, education, professional competence.

The intrinsic characteristics of students' education can be presented as consistent modeling of the entire system of education as a whole, including its forms, methods and means (traditional and innovative), and subject and social content, by means of three types of interrelated models: semiotic, simulation, and social. In their aggregate, they represent the dynamic model of transition from learning to professional activities. Implementation of this approach will facilitate ensuring the students' motivational readiness for future professional activities both in the period of classes and during their independent work or practical training. Hence, it is expedient to consider the normative model of specialist training including the kinds of learning and cognitive activities of studying their future

conducting classes; (4) an organizational component for solving the task of implementation of all that has been planned; (5) a communicative component including actions related to establishment of pedagogically expedient relations between the subject and the object of the pedagogical process; (5) a gnostical component.

The gnostical component is the central one in the teacher's activities. It includes the study and analysis of the process and the results of one's own activities, as well as the study and analysis of the content of the activities and the ability to impact other people with account of their age-related and typological specific features. This aspect of activities is characterized by: (a) the abilities to introduce learners to the latest achievements in the field of science; (b) to analyze one's own activities and students' activities; (c) to understand one's own strengths and weaknesses in teaching; (d) to take into account the recommendations of pedagogical theory in one's activities; (e) to rely on psychological theory in studying the learning collectives and other characteristics.

The design component of the teacher's activities presupposes: (a) the abilities to formulate concrete objectives of the course of studies with account of the requirements set by the professional activities; (b) planning a course of studies accounting for the set goals; (c) foreseeing the possible difficulties for learners in studying the course and the ways to overcome them; (d) identifying the most rational kinds of students' activities facilitating successful acquisition of knowledge, abilities and skills, etc.

The constructive component of the teacher's activities consists of: (a) selection and development of the information content composition; (b) designing the students' activities in which this information can be assimilated; (c) designing one's own activities and behavior for effective interaction with learners. In this connection, the teacher must be able to select material for every lesson and identify the key notions and regularities in it, as well as to find a proper correlation between the factual and theoretical teaching material for every lesson, etc.

The organizational component includes organization of one's own activities and interaction with learners. In this connection the teacher must be able to organize his/her time, the learners' individual and collective activities, to interact with learners, and to exercise systemic control over the students' activities, etc.

The communicative component characterizes interpersonal relations and presupposes the following abilities: (a) to perceive man in a comprehensive and objective manner; (b) to arouse trust in the conversation partner; (c) to foresee conflicts and resolve them constructively; (d) to criticize the conversation partner in a fair and considerate manner, to take and consider criticism of him.

The structural elements of the pedagogical activities are: (1) integration of the knowledge typical of the particular subject in the structure of standard tasks of the specialist's professional activities. Development and classification of the objectives of teaching the subject; (2) selection of the teaching and methodological content of the subject and making up the program of teaching in the elements of the learners' cognitive activities; (3) creative activities – development of the teaching and methodological support in all the identified topics according to the curriculum; (4) elaboration of the communicative-organizational aspects of

interaction between the learner and the teacher in the process of the students' self-controlled work. Organization of correction control.

The author introduces the constructive and design components into the gnostic element. At the same time, we suggest considering the creative and communicative components of the teacher's activities as independent ones. This approach focuses on the need to organize the teacher's interaction with the learners in the process of self-controlled learning activities of the latter. These kinds of activities are fully and completely implemented by the teacher in designing, constructing and implementing the professionally centered technology of teaching.

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THE ROLE OF THE GENERAL EDUCATION SYSTEM IN DEVELOPING A COMPETITIVE SPECIALIST

. . Akulich
. Y. Semenov

Modern society is being changed and modernized, competitiveness is increasing, and staff competences are being changed. Taking this into consideration, the authors are trying to point out the role of general education and its importance in facing the challenge of modern professionals' competitiveness.

Key words: general education level, school, competitiveness, self-education.

Modern society, being "on the top of the wave" of the scientific and technological progress, faces a number of fast-changing phenomena and processes. A specialist nowadays must meet a number of criteria developed under the conditions of constant change of both information and tools and technical environment, since it realizes its functions in this environment. The reality is that the knowledge, skills and abilities which the specialist received in the course of training, both in the system of general and professional education, are subjected to the increased speed of change of competencies with each subsequent year. The current international and domestic situation of economic and social turbulence is a negative factor which greatly reduces a specialist's competitive capabilities.

The concept of "competitiveness" comes from the field of economic knowledge, but, despite this, competitiveness has already taken place in the social field. A specialist's competitiveness can be interpreted as "the level of demand, for a professional, in an organization due to his/her competitive advantages over other employees" [5, p. 80]. Securing competitive advantage is due to: "the high level of professional competences that meet the requirements of an organization, etc.; ability to cooperate with the employees in the organization and outside; high moral and ethical standards; ability to rotate, mobility; motivation to achieve success" [5, p. 80]. This entire set of characteristics should be developed in the process of education.

Education, as an integral part of the social reality, being one of the most important social institutions, performs a variety of vital functions, and is also subject to various transformations, innovations and modernization. Changes in education can be traced not only to the material and technical base of educational institutions, but also to the basic legal acts of the Russian Federation, such as the Federal Law "On Education in the Russian Federation" and other laws of the federal and regional level. Nowadays cash bonuses for academic degrees for employees of higher education institutions have been cancelled. This situation can cause a decrease in motivation for obtaining a degree among ordinary teachers who do not have it.

The link between education and a person's success is a particular topic of study of the scientific community. Results of the study carried out by the Russian Presidential Academy of National Economy and Public Administration, aimed at studying the reasons for success in the world today, reflect the fact that education is really one of the most important factors for success in the modern world. Thus,

25% of the respondents in the top income group have higher education, while people without any education account for only 9.9% [7]. The All-Russian Public Opinion Research Center presented data of a survey in November 2014 of what career development means for Russians, what it depends on to a large degree, etc. The number of respondents was 1,600 people in 130 settlements in 42 regions of Russia. According to the results of the above survey, the opportunity to move up the career ladder depends on the level of professional competence of an employee and the results of his/her work according to 31% of the respondents. [3] Almost every third respondent values its professional skills and competencies higher than, for example, personal connections or the relationship with the higher management staff within the organization, which is customary to be considered as the most important thing for achievement of success in our country. A logical question arising from the above research results could be, "What is the basis for the creation, maintenance and improvement of professional competence of an employee?"

Education, of course, plays an important role in this process. Thus, for example, according to the Federal State Educational Standard of Higher Professional Education in the field of training "sociology (qualification / degree – Bachelor)", a graduate should possess professional competence in several areas. They include: research activities, production and application activities, project activities, organizational and management activities, educational activities [8, p. 8-10]. A student develops all the above by means of various forms of the educational process at a higher educational institution. According to the team of authors, "the wordings of general competences within different Federal State Educational Standards of Higher Professional Education are similar – as if during the development of standards some general provisions were developed, which then become elements of wording of general competences" [2, p. 158].

Preparation of new staff is a multi-level phenomenon. The level of general education, namely, the level of school studies, takes the longest time in the whole process of educating a person. It covers almost the whole period a person's childhood and youth, the period of development of bases and skills to learn, that will be used by the individual during further advanced training in a certain area of knowledge or science. That is why use of the educational approaches, used in the field of general education, that are aimed at developing the skills of self-education and self-improvement, is of particular importance, especially in the conditions of ever-increasing competition and rapid obsolescence of competencies of a specialist. V.I. Zagvyazinsky draws attention to the fact that the personality-focused approach aims to ensure the development and self-development of a student, based on his/her individual characteristics, as well as, most importantly, ensure the transformation of a student into the subject of activity, and develop the ability to independently formulate and achieve the goals of his/her activities [6]. If a person starts developing his/her ability to demonstrate self-interest and self-motivation for self-learning and achievement of goals from the very beginning, this will undoubtedly be the key to his/her future success. But this is possible only in case of mastering the basic knowledge, that a person receives in the course of study at school, and then, at a higher educational institution.

It is the level of general education, which, in our opinion, is responsible for laying the foundation and developing one's ability for self-learning and striving to deepen one's knowledge. The process of self-education in a modern person's life becomes a key to one's success and supporting a specialist's competitiveness in a particular industry.

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is another related hallmark of higher education: its advanced character. In other words, higher education must not only respond to the current needs, but also be ahead of society's expectations in training of specialists.

Higher education must also become more accessible to all who wish to learn throughout their life. Scientific and technological progress requires constant updating of knowledge, and this, in turn, requires from higher education institutions, on the one hand, timely revision of curricula and methods, and improvement of the educational process, and on the other – an increase of competence of professors and teachers and other people working at a higher educational institution. It is clear that the introduction of new teaching methods creates new additional requirements to teachers that are different from those that were used a few years ago. This applies to the development of lecture materials, practical training materials, and training methodologies based on the information and communication technologies. From a translator and inspector of knowledge, the teacher is transformed into a consultant who guides the learning process, corrects it and helps to activate the creative abilities of students.

Globalization of the world economy has also affected the field of education. Modern education must prepare specialists, the competence of which can be recognized in the world educational environment. This recognition should be based on the system of international standards in higher education, similar to the way it happens in different industries. Another characteristic of world-class higher education is not only to teach, but also to educate a conscious member of the society and a citizen.

The understanding of higher education, stated by us as a combination of a number of hallmarks, makes it a decisive factor in the progress of mankind, allowing us to formulate a generalized mission of a higher educational institution.

Ukraine, which declared its intentions regarding integration into the world economy through innovative development, should reinforce this desire through adequate development of its education and science. Without training of specialists capable of generating new knowledge, advanced technologies, and to develop and implement innovations, and ensure the release of high-tech products, Ukraine is doomed to be a supplier of raw materials, semi-finished products and cheap unskilled labor. The system economic crisis, which Ukraine experience in the 1990s, also affected the area of higher education. The consequence of these negative processes, according to experts, was a significant decline in the quality of training, which already in the medium term can significantly affect the overall competitiveness of Ukraine in the world market. Among other deficiencies we should indicate the emergence of a significant gap between the triad: education, science and economy.

The commercialization of higher education has led, on the one hand, to a widespread practice: admission to universities of a large number of unprepared students, and on the other – the inability of most high schools to maintain a high level of teaching staff due to the limited opportunities for ongoing training, exchange of experience, scientific research. As a result, Ukrainian higher education lags behind the global educational processes. Usually, most of the problems of the national high school are associated with a lack of funding. But, unfortunately, this isn't the only problem.

The process of reforming Ukrainian education is hampered by the existence of old structures and management practices which were inherited from the administrative and command economy of the USSR. In this regard, there is a need to develop and implement modern methods of organizational innovations and management as an important factor in accelerating the development of the entire system of higher education and an individual higher educational institution. Thus, in the medium term, it seems appropriate to carry out reforms based on use of methods of developing education, innovative education, and implementation of the concept of advanced education, its fundamentalization and humanization, increasing the availability and quality of education on the basis of modern information and communication technologies.

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THE TOP PRIORITY OF FORMATION
OF THE NEED FOR LIFELONG EDUCATION
IN THE ERA OF VIRTUALITY

L. P. Tzilenko

The overall aim of this article is to analyze the importance of development of the need for lifelong education. The article stresses the need for communicative competence in virtual society for a new generation of experts. English language is a strengthening component in motivation for lifelong education.

Key words: lifelong education, a new generation expert, communicative competence, the English language.

In today's world, the development of the need for continuous education of the younger generation, for lifelong creation of the ability to be competitive, plays a crucial role in overcoming the economic, political and social problems they face. The primacy of the proposed concept is determined by the more and more diversified planet-wide interaction of states in global civilization, global social and cultural dimensions, growth of information and information technology. The intensity of the dynamics of the innovation processes in scientific and technical fields accelerates the process of the loss of functionality of the existing knowledge, causing the need for a specialist working in any area to obtain the latest information from authentic sources, its adaptation and operational use.

In fact, the very concept of "education" has changed, and there is a need for intellectual activity throughout one's life both from the professional perspective and from the general cultural perspective. The undeniable urgency of the formula "education throughout one's life" is recognized throughout the world, by the entire scientific community. The main ideas and objectives of the doctrine of lifelong education are formulated in the main UNESCO documents. They relate to the implementation of international cooperation in the field of education, social services, science, culture, and information based on the principles of the Charter of the United Nations and individual charters. Representatives of the world scientific community believe that in the context of global trends, continuing education is a mechanism for the development of professionalism, socialization and socio-cultural integration. With regard to our country, continuing education contributes to sustainable development of an efficient Russian economy, its recovery, and liberation from economic dependence on other countries. At the same time, the relevance of the concept is determined by the need to synthesize the national education system into the globalized educational environment. For sure, we mean both the theoretical fundamental transformation, and the practical aspects. A man, who, throughout his/her life, should have the chance for self-improvement, namely "learning to know, learning to do, learning to be, and learning to live together", remains the main actor in the new educational interpretation. It is fair to say that the concept of "lifelong learning" is the most important thing, and a priority of social

and economic development of society, an instrument of its formation for striving for sustainable development.

Participation in society life is almost impossible without a successful professional career, because it is the foundation of personal independence, self-esteem and well-being; it determines the quality of human existence, and, therefore, of society as a whole. In this context, the scientific and educational community faces the task of timely, flexible and accurate reorientation of the regulatory and parametric establishment of a specialist working both in technical industry and in the humanities field. The interdependent professional-personal formation of man, as a subject of activity, becomes a prioritized trend of educational strategy. We need a specialist who has a "leading vision" of rapidly changing global processes, and, at the same time, is a highly competitive, intelligent and well-informed specialist in his/her professional activities, and is capable of ongoing self-improvement. The educational concept of "lifelong learning" implements a wide range of areas, as it has a backbone architecture of functioning. We mean both the main tasks of education and in indirect ways. In this regard, we should point out the specific character of the virtual era – the era of geolinguistic dialogue, geointellectual, technological and economic competition.

It should be emphasized that all the integrity of professional and activity functions of a specialist of the new generation inherently involves communicative competence – with knowledge of the language of geolinguistic importance. Consequently, a modern specialist must know the language of international importance – the English language. Globalization is a new game with new rules. So today, more than ever, nobody doubts the importance of knowing English. The language of planetary importance is closely connected to all areas of human life – social, economic, political, and it helps to spread global knowledge and cultural treasures. English is the language of science-intensive technology, business, the Internet, humanities, and the arts, and it is an indicator of the intelligence of modern man, and his/her academic mobility. With knowledge of English, a specialist of any profile becomes free, active and a full-fledged participant of the social and economic life of society, able to solve any problem, and also to develop fundamentally new approaches ahead of our time. In some sense, knowledge of English language has the status of being a categorical criterion of quality of education and willingness to learn throughout one's life, using the primary sources. In the context of the avalanche flow of information through the Internet, most of which is in English, our attitude towards the language of infinity is fundamentally changing. Moreover, students are changing in the synergy of the knowledge gained. An expert of the new generation has a unique imperative to study the language of inter-linguistic value. The resulting intention to learn the language of infinity contributes to the development of the need for lifelong education, academic mobility, information and mental consciousness, as well as study of information and communication processes, structures and forms of social and communication relations of the globalized society, and develops one's categorical ideological apparatus and intelligence in general. At the same time, many other meta competencies are developed which are necessary for professional, intellectual,

emotional and volitional activity of a specialist: the ability to provide arguments to support or refute this or that position, to come up with constructive criticism of ideas, and the ability to give an integrated evaluation of different points of view to make non-standard breakthrough solutions not based on patterns.

Therefore, a university graduate should have the ability: both on the receptive and productive levels, in imagery, graphic, audio-visual formats, to actualize the scientific, technical, creative ideas, algorithms, and concepts in English, in order to achieve effective solutions. The said competence is essential both in situations of professional communication, and in the social and cultural dialogue. The developed linguistic and professional competence, in its turn, leads to a permanent increase in self-improvement, and to continuing education throughout one's life.

IMPORTANT ISSUES OF DEVELOPING
LINGUISTIC COMPETENCE
IN THE SYSTEM OF LIFELONG EDUCATION

I. L. Schegay
Kh. A. Mustafakulova
. Abduvalieva

This article deals with the specific features of linguistic competence development in the system of education of the Republic of Uzbekistan, with strategies for improving the quality of teaching foreign language to ensure free communication.

Key words: linguistic competence, improving the quality of teaching foreign languages, free communication.

Based on the most important priorities of the country's development strategy, the National Program for Training of Staff of the Republic of Uzbekistan is aimed at providing profound qualitative changes in educational systems, and developing a new generation of harmoniously developed, educated and professionally trained people. Successful development of the economy and acceleration of economic growth are largely dependent on improving the competitiveness of the workforce, and improving the educational, professional and qualification level of specialists. Accordingly, a strategy of ensuring positive qualitative changes in the system of lifelong education, supporting the existing educational structures, stimulating the creation of new chains of the system of self-education corresponding to modern market requirements, has been developed. President I. Karimov pays special attention to the development of the system of professional training and the need to improve the quality of vocational training of staff, because professional growth and improvement of qualifications are the main factor of competitiveness on the labor market [1, p. 146–147]. Reforming the educational system is focused on this as well.

Despite the significant achievements in professional training of staff, the labor market suffers from a lack of qualified specialists. The competitiveness of staff on the labor market depends on the quality of professional training. This can be achieved by improving pre-university education, improving the quality of education in the field of vocational training, expanding the scope of advanced training of managers and specialists, developing university research, and establishing interaction between education, science and business.

As world practice shows, the specific advantages of countries and prospects for economic development are becoming less dependent on geographical conditions, whereas knowledge and corporate experience become of particular importance. The high level of qualification is no longer a sign inherent exclusively to the elite of the society, but rather a standard requirement of professionals responsible for how our country will look like in a few years from now. Free communication skills in foreign languages make a person more successful and popular in society. Specialists, who speak foreign languages, contribute to faster implementation of innovations, because they do not have to wait for translation of

articles about the advanced developments and technologies. That is why Uzbekistan relies on improving the foreign language teaching system.

In Uzbekistan, a lot of attention has been paid for many years to linguistic education. The twelve-year education system includes at least three languages – students' native language, Russian and a foreign language. Study of foreign languages is a mandatory component of higher educational institutions' postgraduate education training programs. Foreign language teaching classes have been organized in many preschool educational establishments in recent years. The issues of improving language education have always been at the center of attention. New textbooks on this subject have been published recently, and the approach to studying foreign languages has been changed. Today, the focus is not on the study of grammar, but rather on development of communication skills. Maximum effort is made to teach free communication in a foreign language.

The Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of teaching foreign languages" (2012) gave an impetus for further improvement of teaching foreign languages such as English, German and French [2]. In the 2014-2015 academic year, 26,344 teachers of foreign languages are employed in Uzbekistan, including 20,365 teachers of English, 3,506 teachers of German, 2,345 teachers of French, and 128 teachers of other languages. Secondary schools hired 1,464 young teachers with higher education as foreign language teachers in the 2013-2014 academic year alone [3, p. 14]. As for the set of measures that should lead to an increase in the number of people speaking foreign languages, much has been implemented already. A Republican Scientific and Practical Center of the Development of the Innovative Foreign Language Teaching Methods has been established at the Uzbek State University of World Languages. The Centre has been actively involved in solving issues related to retraining and advanced training of foreign language teachers and their methodological support, and introduction of advanced teaching methods.

The Government has approved the state educational standard for foreign languages for the system of lifelong education. A fundamentally new thing in the state standards is that now learning foreign languages begins with the first grade. Requirements on the level of learning a foreign language at each stage are correlated with the requirements of the Pan-European competence of foreign languages: competence and assessment. Graduates of bachelor's and master's degree course of language departments will have the highest level of mastering foreign languages, which will correspond to the C1 level according to CEFR – the level of professional knowledge of a foreign language. On the basis of the approved standard control and measuring parameters for state certification, training programs specific to the institution have been developed. Particular attention in the standard is paid to sociolinguistic competence, which describes the requirements of students' skills in choosing the right linguistic forms and means of expression depending on the situation, the communication purpose, and direction of the speaker. Pragmatic competence, according to the standard, includes the ability to communicate in a foreign language in accordance with the development of a communication situation and strategy that promote effective communication. This program has the main aspects that should give an expected effect: foreign language teaching does not start from the fifth grade, as it used to be before, but

from the first grade. The world experience and practice of teaching foreign languages show that foreign languages are studied better and faster at an early age. In the first form, a foreign language teaching class takes place twice a week in interactive form.

The inclusion of a foreign language as a compulsory subject for testing for admission to higher education institutions has become an additional motivation to study foreign languages. This should encourage all people, who wish to receive higher education, to learn foreign languages. A foreign language will be needed for further career growth in the graduate and postgraduate education system. Business goes beyond state borders, and becomes global. The opening of special free economic zones, and joint ventures in the Republic, suggests the presence of foreign experts. So, knowledge of a foreign language becomes a necessity.

Specialists who speak foreign languages will contribute to bringing the country to a new level of development faster.

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INTELLECT CARDS AS
A DEVELOPMENT FACTOR
OF A PROFESSIONAL COMPETENCE
OF FUTURE TEACHERS

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The article presents the experience of the intellect-cards method of introducing and contributing to the development of subject competency of future teachers, forming their skills to analyse, classify, systematize, structure, and generalize information.

Key word: intellect-cards, future teacher, thinking.

An intellect card (IC) is a graphic representation of the thinking process, therefore being the most natural mode of human brain thinking. It is a powerful visual method representing a versatile key to revealing the potential of each brain. ICs help us understand the difference between the ability to store the amount of information imprinted in the memory and the efficiency of information storage, which is the purpose of this method [4, p. 31]. Efficient storage of information means its adoption and understanding. Therefore, the more information is stored, the stronger becomes the memory, thinking and intellect. Intellect cards are a step forward from the one-dimensional linear logical thinking through lateral (two-dimensional) thinking towards multidimensional unlimited thinking [1, p. 16].

Intellect cards are a convenient technique of representing thinking processes or structuring information in visual form. The purpose of the cards may be various: memorization of complex material, information transfer, clarifying an issue. Intellect cards may be used in a multitude of situations: in professional activity, in learning process, and for individual planning [1, p. 16]. ICs have been applied at our lessons according to certain rules developed by Tony Buzan, described in detail in his book "Superthinking": (1) the main idea, problem or word are situated in the centre; (2) pictures may be used to represent the central idea; (3) each main branch has a different color; (4) only colored pencils or markers may be used for making the cards; (5) main branches are connected to the central idea, while secondary, tertiary, etc. branches are connected to the main ones; (6) branches shall be curved, resembling tree branches, not straight lines; (7) only one keyword is written over each branch; (8) associative pictures are recommended to be used for better memorizing and adoption [2, p. 11]. ICs have been successfully used at lectures and seminars in the theory of education and modern educational technologies for scientific term explanation (their introduction and consolidation). Using pictures and images facilitates understanding and memorizing the meaning of complex scientific terms, since the students imagine each term as a picture using a complex set of skills, characteristic both for the left and right cerebral hemispheres: the words are a function of the left hemisphere, while images and fantasy that of the right one. This is the basis for the miraculous power of the intellect cards. Therefore, when creating the intellect cards imagination, creative and critical thinking and all the memory types – visual, audio, mechanical – are involved, which allows memorizing new terms. When learning and consolidating

the new terms in class, the following methods of card usage have been applied: (a) creation of intellect cards by the teacher and students together in class; (b) creation of intellect cards in class by the students independently or in groups; (c) creation of intellect cards by the students at home; (d) checking the knowledge of new terms [3, p. 211].

The intellect cards are evaluated in accordance with the rules suggested by Tony Buzan: (a) correctness of spelling of the scientific terms and expressions; (b) correspondence of the words and pictures used to the given topic or problem; (c) application of original ideas and creative solutions; (d) manifestation of students' creativity, their individuality [3, p. 211]. Thus, the implementation of the IC method in teaching future teachers promotes the development of their professional competence, increases their motivation, activates them, develops their intellect, spatial reasoning, cognitive activity, and creative thinking, and helps them to independently locate weak spots in their knowledge of the subject. ICs allow one to see how well the student has adopted the information, structuring and interconnecting its elements.

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SPLIT-LEVEL MODEL OF DEVELOPMENT
OF ECONOMIC COMPETENCIES OF A GRADUATE
OF A PROFESSIONAL EDUCATION INSTITUTION

M. G. Sergeieva

The article presents a didactic model of economic competence development for practice-oriented specialists able to work productively in a market economy.

Key words: modeling, economic competences of a graduate, development of economic competences of a graduate.

The issue of the formation and development of economic competence of a graduate of a professional education institution studied by us requires the determination of scientific approaches to developing a model of his/her economic competence development. As a theoretical and methodological basis of the developed Concept of Continuous Economic Education Development in the professional education system, the following approach has been selected: the system approach as a general scientific basis, the activity approach as a theoretical and methodological strategy, and the competence-based approach as practice-oriented tactics.

The Concept of Continuous Economic Education Development developed by us is a system of components. Let us consider them briefly.

The procedural component of the Concept is shown in the application model of the development of economic competence of a graduate of a professional education institution, including the related units: (1) a target unit is aimed at the acquisition of economic knowledge, skills, and development of economically important personality traits, needs, interests, incentives, and a system of values; (2) an activity unit is focused on professional activities, an essential component of which is economic activity. In the process of objective needs and interests, students develop certain economic behaviour, which is implemented through their activities. Economic activity is focused on rational work, using the obtained economic knowledge and economic behaviour is a set of actions and acts conducted in the course of such activities; (3) a substantial unit reflects the content of academic disciplines, through which the development of economic competences of a graduate is carried out in accordance with the professional education level and the training profile; pedagogical excellence of a teacher; (4) a process unit considers the development process of economic competence of a graduate and reveals a sequence of stages of this process (motivational-value, cognitive-activity, reflexive-transformative).

The motivational-value component is aimed at formation of an attitude to the future professional economic activity as personal and social values; students' understanding of the importance of the personality trait formation of an economically competent specialist; formation of needs in professional and economic and personal growth. The focus is on the development of students' key economic competencies.

The cognitive-activity component involves: learning by students of an appropriate amount of economic knowledge and skills and professional economic

functions of a specialist; development of the ability to solve economic issues at the level of innovation and creativity. At this stage, the main efforts are concentrated on improving the students' key economic competences and on the development of professional economic competences.

The reflexive-transformative component is aimed at self-regulation of reasonable economic behaviour and economic activity; student's understanding and evaluation of their educational and professional and economic activities; updating economically significant personal traits; developing the ability to project their own professional and economic development.

The activity component of the model includes types of professional activities, an essential component of which is economic activity. In the process of objective needs and interests, students develop certain economic behaviour, which is implemented through their activities. Economic activity suggests the possibility to work rationally, using obtained economic knowledge. Economic behaviour is a set of actions and acts conducted in the course of such activities. The basis of economic behaviour and economic activity is economic culture, which is a set of economic knowledge, skills, beliefs, and conduct of their activities in accordance with them.

The substantial component reflects the content of academic disciplines through which the development of economic competences of a graduate is carried out in accordance with the professional education level and the training profile; pedagogical excellence of a teacher.

The process component is the formation of economic competences of a graduate as a continuous, long-term, complex and integral process, in which the continuous economic training is considered by us by educational level and stage: (a) a motivational-value stage is aimed at formation of an attitude to the future professional economic activity as personal and social values; students' understanding of the importance of the personality trait formation of an economically competent specialist; formation of needs in professional and economic and personal growth; (b) a cognitive-activity stage involves learning by students of an appropriate amount of economic knowledge and skills and professional economic functions of a specialist; development of the ability to solve

the following criteria were developed: (1) a *cognitive- informative criterion* reflects the range of a specialist's available economic knowledge, and assumes that students, mastering economic knowledge (knowledge of economic laws, economic reality, methods of economic research, methods of economic competence development), will be able to adequately assess the actual economic situation, and to find and use the information required for their solving, and to develop economic competence in the process of self-education; (2) *a personal criterion* reflects significant professional incentives and a system of values of a personality, his/her positive attitude to mastering economic knowledge and skills, the need for their application in practice; as well as economically significant personal traits: thrift, independence, rationality, diligence, entrepreneurial spirit, allowing a specialist to maintain a position in economically feasible decision-making; (3) *an activity-creative criterion* reflects the availability of economically-oriented skills that allow for organization of economic activity, identification of difficulties and determination of ways to improve it; it provides for a specialist to be involved in the sphere of economic interaction of society and production; it characterizes the direction of this activity in terms of its compliance with a set of social requirements put forward to strong economic behaviour, to effective economic under current conditions.

Experimental work organized by us on the basis of professional education institutions allowed us to describe the criteria and indicators of the development of economic competencies of students; to adapt and to learn various methods of diagnosing the economic competences of students at various stages of education; to identify the initial level of economic competences of graduates of experimental and control groups; to develop in accordance with the Concept proposed the target Complex Programme as a basis for the scientific and methodological and pedagogical support of the development of economic competences of students; to ensure achieving by students of the experimental groups the higher level of economic competences than by the students of control groups in the course of implementation of the Programme.

The process of the development of students' economic competences (key, professional and additional) is staged (reflecting the procedural side) and level (characterizing the hierarchical side), since students cannot master the entire complex of economic competences simultaneously.

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THE DEVELOPMENT
OF PROFESSIONAL COMPETENCE
OF FUTURE PROFESSIONAL TEACHERS

N.   . Muslimov
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This article outlines the elements of professional and personal, theoretical and practical components of pedagogical activities, serving the measure and method of creative self-realization of a professional education teacher in the resolution of various pedagogical situations aimed at professional competence development.

Key words: professional education, professional competence, education, distant learning, teacher, educator, competence.

Qualitative and structural changes, taking place in the system of higher professional education, in the context of its modernization, ultimately, are aimed at the professional and personal development of students. These two essential components of the specialists' development are combined in the concept of "professional competence", thus, giving this phenomenon a certain universal character, because we think that this concept includes the professionalism, skills, creative ability, high intelligence and cultural and moral values of a person. In short, this is a certain desired image of a specialist that must be developed in a humanistic educational system of a university. All the above will allow a specialist to fully realize their personal and professional potential in a specific activity, through continuous development, self-education and self-improvement.

Therefore, in the dynamics of modern educational processes, the fundamental importance of pedagogical professional competence is highly recognized. It is seen as a systematic, integrative unity, and synthesis of intellectual and practical skills. This professional competence includes cognitive, functional and cultural unity in the content of a teacher's education. It also includes the personal characteristics of a teacher, such as value orientation, abilities, character traits, willingness to interact with children and exercise of practical activities, allowing a person to use its potential, to carry out complex culturological types of activity, and to adapt quickly and successfully to a constantly changing society and professional activity [1]. This definition covers all the structural elements of personal and professional, theoretical and practical components of the educational activities that are the measure and the way of creative self-realization of teachers in dealing with various pedagogical situations, aimed at creating pedagogical values and technology. Particular attention is given to the formation of future teachers' knowledge and skills, as they are the foundation of professional education. Future professional teachers should have the theoretical and practical knowledge in the field of technology, techniques and methods of their acquisition, to know the history of development of the subjects, and to master practical skills and habits in their professional activities to be used in the course of preparation of future junior specialists.

Solving these problems directly depends on the use of the techniques of professional preparation, relevant to the competence-based approach, among

which the important place is occupied by the contextual technology of training of future teachers. Contextual learning is learning, in which with the help of the whole system of teaching forms methods and means, the subject-based social content of future professional activity of a specialist is being formed. However, mastering by a specialist of abstract knowledge as a sign system, superimposes this activity. The doctrine should not be self-concentrated (to learn in order to receive knowledge). Self-activation should be the most important thing, which ensures development of the necessary professional and social qualities of a specialist. As in traditional teaching, in contextual learning the educational material is presented in the form of educational texts, as a sign system, and still serves as information that must be learned. A distinctive feature of contextual learning is that behind the information, which is structured mainly as tasks, innovation, and problem situations, one can trace the real contours of future professional activity (hence, there is the semantic-contextual learning) [2].

In contextual training: (a) a student, from the very beginning, is in the active position; (b) the whole potential of joint decision-making is used; (c) knowledge is assimilated by students in the context of solving modeled professional situations, which leads to the development of cognitive and professional motivation, and personal perception of the process of learning; (d) a combination of individual and collective forms of the work of students is used, allowing the development of business, and moral qualities of a person; (e) any educational technologies may be used: both traditional and new ones.

In special disciplines, real professional situations and fragments of business activity are recreated, as well as the relations of people engaged in it. Therefore, students are given the contours of their professional work. In the analysis of such situations, both business and educational, a student develops as a specialist and a member of a future team.

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RESEARCH COMPETENCES
OF A TEACHER: STRUCTURE, CONTENT,
LEVELS OF FORMATION

S. V. Dziubenko

This article discusses the notions of competences and competence as the basic ones in determining the structure and content of a teacher's research competences. The following blocks of research competences of a teacher are allocated: motivational-targeted, theoretical-substantive, organizational-activating.

Key words: competence, research competence of a teacher, research methodology, research skills.

Competency may be described as a level of intensity and demonstration of professional experience that a person has within the competence of a certain activity. In this context, we can define the research competences of a teacher as integral professional and personal characteristics, which determine the requirements of a teacher's abilities to realize the functions of their research activities: informational, analytical, predictive, planning, constructive, managerial, communicative, personal and reflexive function. In our opinion, the main function in a teacher's position as a researcher is reflexive function. It contributes to the implementation of not only the pedagogical goals by a teacher- to find a good solution to a problem, and to achieve positive result in activities, and make positive changes and improvements in the state of the students, but also research ones - to find a reason, to justify a solution of the problem, and to identify ways for positive changes in the state of students, methods and conditions to achieve this result (due to which this result was achieved).

On the basis of the component analysis of a teacher's research competences proposed by different authors, we can distinguish three inter-dependent blocks of a teacher's research competences: (1) motivational and goal-oriented, (2) theoretical and informative, (3) organizational and activitistic. Let us consider their content.

(1) The motivational and goal-oriented block of competences determines the personal semantic attitude of a teacher towards research activities, which is based on a set of motives and values for the involvement of a teacher in the research activities. Taking the classification of types of a teacher's professional motives, developed by L.N. Zakharova [2, p. 42], we distinguished four groups of motives, determining the research activities of teachers: external stimuli; motives of self-actualization; professional motives; personal self-realization motives. The character and specificity of the research of pedagogical activities of a teacher largely depend on the ratio of different motives, in which motive is the dominant one. Research activities of pedagogues, with the dominance of external motivation, are usually of a random episodic nature. The dominance of self-actualization motives of a teacher through external positive evaluation of others promotes the search for effective methods of work and involvement in research activities, but in such cases the subordination of research tasks to the goal of personal success, and not goals of science development and educational practice, is possible. Professional

motivation is characterized by search for innovative forms and methods of work, an understanding of his/her own pedagogical activities, a focus on teacher's research activities in the investigation of pedagogical process, conditions, factors, and mechanisms of its effective realization. Teachers, whose self-actualization motives are dominant in the system of motives for research activities, are characterized by a high level of the receptiveness to innovations, a continuous search for a quest of her/himself in these innovations, and a need for the creation of a new vision of pedagogical processes and phenomena [1; 5; 6]. An important indicator of the subjective research position of a teacher is the specific features of the development of his/her emotional-volitional sphere. According to A. I. Savenkov, such features are: self-motivation and resistance to disappointments, control over emotional outbursts, regulation of emotions, and the ability not to allow emotions to empower ability to think, empathize and hope [5, p. 145]. The formation level of motivational and goal-oriented and emotional-volitional attitudes to research activities is expressed in the following competences: ( ) commitment to values associated with carrying out research activities; (b) ability to act in accordance with the plan, purposes and set tasks; (c) motivational readiness to carry out research activities; (d) ability to mobilize mental and emotional abilities to resolve planned tasks; (e) ability to see problems and demonstrate determination in addressing the revealed problem; (f) ability to organize oneself, concentrate in unforeseen situations, and feel perspective.

(2) Theoretical and informative blocks act as the basis for a teacher's research competences. A teacher's possession of theoretical and methodological knowledge is the second criterion for the evaluation of the level of a teacher's research competency development. In our opinion, the theoretical and methodological knowledge necessary for a pedagogue-researcher includes: ( ) the teacher's possession of fundamental notions in the structure of methodological and scientific knowledge: problem, hypothesis, model, method, fact, process, notion, rule, theory, principle, system and others; (b) knowledge of theoretical and empirical research methods; (c) possession of philosophical categories, such as the conceptual ground of pedagogical science; (d) knowledge of the basics of the systemic approach and system analysis, logic, and problems of the interaction and integration of sciences; (e) grounding and description of educational practice in the notion and terminological system of pedagogics; (f) knowledge in the field of innovative pedagogy. Not only fundamental scientific subject knowledge, but also integral knowledge of cognitive processes, about oneself as the subject of this process, and "awareness of lack of knowledge" seem important (problematic area of lack of knowledge) [3, p. 13]. A special place in the structure of methodological knowledge is provided for cognitive methods, because the search for truth is organized using these methods, and this contributes to producing more scientific knowledge. The level of theoretical training necessary for a teacher to carry out research activities, is demonstrated in the following competences: (a) possession of knowledge of methodology for scientific pedagogical research; (b) knowledge of modern psychological and pedagogical theories, innovative educational models; (c) knowledge of logic and procedure for carrying out pedagogical research, (d) ability for research based thinking.

(3) The organizational and activitistic block of research competences is characterized by the criterion of acquiring of skills to organize research activities by a teacher. Mastering ways to carry out practical research activities by a teacher requires the ability to plan, organize and realize research activities. We classify such ways as: ( ) goal-setting, which includes the setting of goals for research, closely related with the goals of education and upbringing; determination of pedagogical and research tasks; the planning of a new educational system, and its forecasting; (b) diagnostics, necessary for the realization of current educational work, obtaining scientific facts, monitoring the process and results of research activities; (c) communication which allows the establishment of emotional and psychological contact with students and colleagues; builds interaction with students during the educational and upbringing process based on cooperation, trust and goodwill in communication; (d) the process of decision taking is the process to select one variant from several possibilities. . I. Savenkov proposes orienting towards the following skills for the evaluation of research behavior: to see problems, raise issues, make hypotheses, define notions, classify, observe, carry out experiments, draw conclusions and deductions, structure material, explain, prove and defend own ideas [5]. We can distinguish the following groups of a teacher's research activities: informational, analytical, predictive, projecting, constructive, managerial, communicative, and reflexive. A teacher's mastering of the research competences as defined by us, determines the research competence: the teacher's ability to plan, organize and realize research activities.

When determining the levels of development of a teacher's research competences, we associate ranking levels with the typology of pedagogical situations, resolved by a teacher in the process of research activities, and the level of compliance of a teacher's professional and personal characteristics with indicators of formation of research competences. As a result, four levels of development of teacher's research competences were determined: basic, empirical, productive and constructive levels.

At the basic level of a teacher's mastering of research competences (level of mandatory mastering), the teacher uses certain diagnostic and analytical procedures, specific to the research, which serve as the basis for the functioning of his/her pedagogical activities, and ensures the reliability of getting the required result within normal limits. The teacher meets difficulties in determining the scientific tools for research, and projecting and conducting pedagogical research. This level is characterized by the partial formation of research competences.

The empirical level of the teacher's mastering of research competences (level of local independent researches) involves research being carried out by a teacher, which is focused on the optimization of the educational process. The teacher is active in conducting independent investigative searches, is able to independently formulate a problem, partially knows empirical and theoretical research methods, but has difficulties with using scientific terms of the research. This level is characterized by a partial mastering of research competences by a teacher.

The productive level of a teacher's mastering of research competences (level of modernization of own didactic system, tactical) means that a teacher is able to systematically generalize and describe their own pedagogical experience

and the experience of colleagues, and is able to determine and define pedagogical problems, identify patterns which are common for the system of tasks, and determine the ways of modernization of their own didactic system. Research being carried out by a teacher, is distinguished by a criteria-based approach and consistency. A teacher knows pedagogical terms, and uses scientific tools for research. The system of the teacher's research competences is formed.

The constructive level of mastering research competences by a teacher (level of theoretical schematization, strategic), is characterized by the ability to independently define a problem, conciseness and theorization, and a level of complete mastering skills to plan and predict. There is a possession of fundamental notions in the structure of methodological and scientific knowledge, and the application of empirical and theoretical research methods in his/her activities. Theoretical knowledge of a teacher is characterized by consciousness, generality, and breadth of transfer. Processes of self-organization, self-regulation and communication are clearly demonstrated in research activities; a system of research competences is established.

Thus, the structure and content of a teacher's research competences are determined, the levels of their development dynamics are described, and such levels may be used to identify criteria to determine the efficiency of the development of a teacher's research competences.

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COMMUNICATIVE COMPETENCE OF A TEACHER

T. P. Brown

The degree of a teacher's communicative competence development is significant, affects the efficiency of professional activities, and requires self-reflection and self-control.

Key words: pedagogical communication, communicative competence, communication, speech, self-reflection.

Communicative competence is a developing and largely perceivable experience of communication between people, which is formed and updated in direct human interaction; this is a certain level of development of personal and professional experience of interaction with others, which the individual needs to operate successfully in a professional environment and society [5]. The communicative competence means a set of personality characteristics that includes communication skills and abilities, the ability of self-control, empathy, knowledge of psychological characteristics of personality and mental state, which is manifested in the society. To make the contact efficient, it is necessary to have knowledge and understanding of individual characteristics of students, as well as one's own characteristics, knowledge of methods of constructing optimal strategies of pedagogical influence. Communicative competence of a teacher ensures contacts, cooperation, joint activities, cooperation and ultimately – the system of relations. The development of cultural of cooperation and the formation of relevant rules are of great value.

The extent of the formation of the communicative competence affects the productivity of communication, effectiveness of professional achievements, the process of self-realization, life self-determination, and socialization in general. The need for communication is not innate - it arises during the course of life, and is functioning and formed in practical life activities during the course of the interaction of a teenager with the outside world.

There is a broad understanding of the relationship between the activities and communication: communication is seen as a part of joint activities, and as its product. G. M. Andreeva [1] believes that through communication, activities are organized and developed. There are the following types of communication: direct / indirect; immediate / derived. The process of communication can stand apart from other forms of activity and be relatively independent [2].

The subjects of communication have their own functional load and, in fact, implement various functions of communication. Thus, according to A.A. Brudnyi [3], in communication (interaction), the following can be identified:

(a) Three primary functions: (1) activation (motivation to act); (2) interdictive (prohibition, bar); (3) destabilizing (threats, insults);

(b) Four basic functions of communication: (1) instrumental (coordination of activities through communication); (2) syndicated (creation of a community, a group); (3) self-expression; (4) translational.

In the field of communication, major parts of conflicts are born and begin. In view of this, "the very readiness to solve a problem does not mean that an opponent is not right. This means that the opposing part gave up trying to prove that the other party is not right, that is, opponents are willing to forget the past and start all over again" [4, p. 127]. In a dialogue and throughout it, the norms of social behavior, morality, and rules of speech are taught. The ability to use the language means in different contexts of communication in accordance with the purpose and content, is an indication of the high level of speech culture. A teenager with a high level of speech can more easily be oriented in a new and unfamiliar environment. Average language literacy, an ability to competently express one's thoughts, and partial knowledge of speech etiquette is an indication of an average level of speech culture. A teenager with an average level of speech culture has a need to improve his or her speech abilities, and an interest in communicating with peers. The presence of the uncontrolled vocabulary, a lack of knowledge of literary language standards, the inability to use figurative expressions in one's speech, a lack of or ignorance of elementary rules of the speech etiquette, the inability or unwillingness to exercise speech skills, which leads to difficulty in communicating and sometimes conflicts, are all indicators of a low level of speech culture. Violation of the rules of social behavior and moral norms also leads to conflicts.

The lack of communicative competence of a teacher is an acute problem of the formation of communicative skills and speech culture of students. Any pedagogical action implies the contact and the leading role of the teacher in the process of communication. For constructive contacts it is not only necessary to know the individual characteristics of students and one's own characteristic, but also to master methods of constructing optimal strategies of pedagogical impact (influence). This is possible if a teacher is focused on the formation of students' and his/her own communicative qualities, and the ability to adequately evaluate interpersonal relationships. The communicative competence of a teacher provides contacts, cooperation, joint activities, interaction and, finally, the system of relations. The rhetorical literacy of a teacher is one of the main components of pedagogical culture.

The aim of pedagogical communication is to transfer abilities, skills and experience from a teacher to a student. The communicative competence of a teacher is determined by the following main components: (a) motivational-value (the readiness of a teacher for professional development, the need for professional development, the pursuit of self-development and self-realization); (b) cognitive (what the person knows on the subject); (c) operational (the way the specialist implements his/her knowledge in practice); (d) position and value-based (attitude of a specialist to this area of activity).

All components of communicative competence are interrelated. The high level of communicative competence of the teacher assumes the full development of all its components, and virtuosity in the application of all communication techniques. In pedagogical communication, it is very important to prevent and resolve conflicts. Communicative competence is the core of the teacher's professionalism, whereas interaction with the students is the essence of pedagogical activity. To manage the process of pedagogical interaction it is

important to know the leading motives that determine the direction of activity of a particular student.

The main purpose of the Federal State Educational Standards is to develop a modern person. This requires the ability to search, analyze, transform, and apply information to solve problems (information competence); the ability to work with people (communicative competence); the ability to set goals, to plan, to use personal resources (self-organization); the willingness to design and implement one's own educational trajectory throughout life, providing success and competitiveness (self-education). Increasing and improving the communicative competence of teachers is one of the most important professional tasks.

Development of communicative competence involves a twofold process: on the one hand, the acquisition of some new knowledge and skills; on the other hand, correction, and changing of already existing forms. The subject-object approach to the formation of communicative competence facilitates the development of behavioral skills in communication. The degree of mastering the bases of reflection, self-analysis, and self-assessment of one's own activity depends on the active position, and is built as a critical attitude to one's work. The level of development of the communicative competence affects the result of professional work of the teacher.

Within the competence-based approach, the assessment activity of a teacher can be considered as new professional challenge, the mastery of which takes place at all stages of professional-pedagogical activity and requires professional development throughout a career path.

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INFORMATION CULTURE
AS A NECESSARY COMPONENT
OF PROFESSIONAL COMPETENCE
OF FUTURE TEACHERS

A. P. Khuzhamkulov

The article deals with the issue of the formation and development of the information culture of teachers that must be based on a competence approach, ensuring students' mobility and their best adaptability in changing information environment.

Key words: competence approach, information culture, "information", "informational", computer literacy.

Within the concept of higher education, and in accordance with the applicable state educational standards of professional higher education of Uzbekistan, the following requirement for the educational process is justified: it must be organized so as to maximize students' ability to understand the system of scientific knowledge, to acquire self-learning skills, and to effectively use the information in their professional activities to achieve peaks of professional excellence (acme).

The information society requires the formation of a new type of education, in which learning becomes an inherent part of all human life. In order to become (and remain) a specialist, it is necessary to constantly acquire new knowledge, not limiting oneself with knowledge that has been once obtained in a certain educational institution [1]. A set of qualities that allows performing these activities effectively is an indication of a high level of information culture [2]. The teacher should be able to navigate in a continuously growing information flow and develop this ability in students.

Summarizing the existing points of view on the concept of "information culture", they can be reduced to two basic approaches: information culture as an integral part of the culture [3, 4]; information culture as a set of certain qualities of a person. Let us give only some definitions: "the information culture is a set of information capabilities that are available to those skilled in any field of activity at any period of development of civilization" [5]; information culture is a degree of perfection of man, a society of its certain parts in all possible forms of working with information: its receipt, storage, coding and processing of any kind, creation on its basis of qualitatively new information, its transmission, and practical use" [6]; information culture is a level of knowledge that enables a person to freely navigate in the information space, to participate in its formation and ensure information interaction" [7]. The above viewpoints concerning the information culture are not contradictory, but on the contrary are complementary. At the same time, in the semantic interpretation of the said notion, there is an uncertainty; often the level of information culture is determined only by the ability to use a personal computer. Although this is a very important quality of a teacher, such an approach is not satisfactory, since the information culture includes a much broader set of components that complement computer literacy [8].

However, it should be noted that many important questions remain poorly developed, and a holistic approach to understanding the information culture of a teacher is only the beginning of its development. Analysis of real educational practices at pedagogical high schools shows that even at the stage of professional training of future teachers, the focus is made on development of utilitarian computer literacy and fragmentary readiness of professionals to use information (computer) technologies in their professional work, and on predominance of narrow "push-button" technology in their IT preparation. A lack of an integrated approach to development of the information culture of a teacher may have an adverse effect on the demand for the teacher, the possibility of the teacher's self-realization in the information society, and activity in the contemporary social and cultural situation. In our opinion, information culture is an essential element of the pedagogical culture, no less important than the culture of pedagogical dialogue, and economic, political, legal, moral, artistic and aesthetic qualities. Taking into account the fact that information penetrates into all areas of activity of a human being and society, it is clear that all these elements of pedagogical culture are impossible without the information component.

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RAXIOLOGICAL FOUNDATIONS OF FUTURE TEACHERS' PROFESSIONAL COMPETENCE DEVELOPMENT

Sh. Z. Taylanova

The article deals with the issue of the appropriateness using the axiological approach to studying the problem of development of ethno pedagogical competence of future teachers. It describes the main aspects of projecting the axiological approach on professional training of a future teacher in the context of the research problem.

Key words: axiology, competence, ethno pedagogical competence, axiological approach, ethno pedagogical values.

The main goals of today's higher professional education become increasingly focused on the preparation of a competent professional who is not only competitive in the labor market, but, first of all, able to responsibly carry out professional activities, relying not only on highly specialized knowledge, but also on the experience of a value-based relation to employment and occupation. One of the main tasks that determine the changes taking place in the system of professional education is to increase the level of professionalism of graduates of professional training institutions on the basis of formation of specific professional competencies. In the psycho-pedagogical science and practice, new approaches and methods of solving this problem are being developed. Some of them are based on the use of new information technologies in the training of qualified specialists, other – on update of the content of training, whereas other – on strengthening its practical orientation, etc. However, the problem of improving the quality of training of specialists cannot be solved without considering value-motivational components of professional activity.

In a broad sense the axiological components of professional competence are the set of behavioral norms, values, ideas and concepts determined by the specific character of professional activity that are inherent to all members of professional society [3]. The future teacher, in the process of studying at a higher educational institution, becomes a subject and an object of professional socialization and adaptation one way or another, during which he/she learns the basic elements of a professional outlook and the values of the professional community [6]. Thus, the developed axiological components of professional competence enable us to satisfy the interests of a future expert at self-realization and self-development in professional activity not only through increments of knowledge, skills, and competencies, but also by the formation of values and norms of behavior in the educational environment, in which he/she will work after graduation.

Professional competence can be defined as a complex characteristic of the individual, and is considered by us to be the ability to update the accumulated knowledge and skills at the right time and to use them in the process of fulfillment of one's professional functions. It manifests itself and is acquired through activities. It is stressed that professional competence: (a) is an integral characteristic of a professional as a subject of activity; (b) is a systemic manifestation of knowledge,

skills, experience, abilities and personal qualities making it possible to successfully solve the professional tasks that constitute the essence of professional activity (c) is developed in the course of professional preparation; (d) is used to describe the final result of learning; (e) characterizes an already developed personal quality (set of qualities), including also the minimum experience in relation to the professional activities in a given field, associated with motivational, cognitive and value-based, personality-based and activity-based areas [1].

Values are understood to be special meanings constituting a hierarchical system in the personality structure that defines the subjective importance of the object, relative to other objects, based on the actual needs of the individual. Value orientations are a relatively stable, socially conditioned focus of the person on these or other purposes that are of vital importance for the person, that are manifested in the form of certain personality qualities, and behavior patterns, and are relatively independent of the available situations. Forming the highest level of the dispositional hierarchy in the structure of the personality, value orientations are the basis for evaluations of reality, and dictate one's predisposition to a particular social activity, that is, the concept of "value" is common in relation to the concept of "value orientation" [5]. In today's psychology and pedagogy, statement that values are certain meanings acting as beliefs that define the direction of behavior and activities of the individual is used as a methodological platform. Thus, values mean everything which has some general meaning. Thus, value means maximum generalized social experience derived by the individual in ontogenesis. In the mind of the individual, values are presented in the form of concepts capable of stimulating the expression of various feelings, judgments and attitudes encouraging the activities [4].

The traditional type of education that focuses on training of narrowly focused specialists, that up to-date has been typical for technical colleges, does not meet the social needs, which is reflected in the fact that only people with a type of consciousness based on individual responsibility for their actions and the fate of the civilization, capable of personal self-development and personal self-actualization, can be successful social builders, the subjects of the information culture [9]. Today's educational standards, determined on the basis of the state concept of modernization of education, and constructed based on the methodology of the competence-based approach, contain the invariant value paradigms that future professionals must develop in the process of studying at higher educational institutions.

As our analysis shows, the following axiological competences can be highlighted, that are, in one way or another, represented in the governmental regulatory documents re: higher professional education issued for professions of an educational profile: (a) competence and value-sense orientation (understanding of the value of culture, science, production, sustainable consumption; awareness of the social significance of one's future profession; high motivation to perform professional activities); (b) competences and self-development (awareness of the need, desire and ability to learn; striving for self-development, improving one's skills and expertise, the ability to critically evaluate one's strengths and weaknesses, to propose ways and choose the means to develop the strengths and remove the weaknesses; the ability to critically rethink the gained experience,

change, if necessary, the profile of one's professional activities); (c) competences of social interaction (the ability to use emotional and volitional features of the person's psychology, willingness to cooperate, national, religious tolerance, the ability to settle conflicts, readiness for social adaptation, skills of communication, tolerance); (d) competence of self-organization (the ability to organize one's work in order to achieve goals; willingness to use innovative ideas; the ability to work independently, to make decisions within the scope of one's authorities of professional activities).

The above axiological competences are covered in the specially developed course "Psychology and pedagogy of professional development". We can say that after completion of study of this special course, future teachers qualitatively changed the value-meaning sphere of their personality – the values of achievement of a goal were internalized with the help of a high level of education, breadth of knowledge, developed common culture, and the value of mental and physical activity.

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THE ROLE OF A FOREIGN LANGUAGE
IN THE PREPARATION OF A SPECIALIST
IN THE BEAUTY INDUSTRY

N. I. Shcherbakova

The exchange of foreign-language information is currently impossible without specialists who speak foreign languages, and are able to extract information quickly in the sphere of their professional activities from foreign-language sources without translation, and to express it in their own language and use it. Therefore, the study of a foreign language in a vocational training institution is considered to be a mandatory component of the professional training of specialists. The modern concept of language education involves the creation of such a system of specialist training, which will allow the student to adapt easily to the dynamically changing conditions of their professional activities, i.e. is aimed at professionally oriented foreign language teaching.

Key words: foreign language information, professional training of specialists, professionally oriented foreign language teaching, communicative competence, project-based learning.

The maximum possible consideration of the specific features of a professional area – its content and terminology, lexical, syntactic and grammatical features, format of oral and written texts, and situational features, are all distinctive features of professionally oriented foreign language teaching in higher education. Therefore, training is constructed in accordance with the specific professional goals and objectives based on the thematically and grammatically selected material which reflects the modern professional problems and means of their practical solution, as well as the situations of communicative interaction with representatives of foreign countries. The main aspects of teaching professionally oriented language lessons in the beauty industry are: (a) communication with partners and customers speaking foreign languages using specific terminology; (b) record keeping and business correspondence; (c) translation of annotations to products, technical documentation describing the operation and maintenance of different devices; (d) participation in seminars, conferences and presentations.

The beauty industry is one of the fastest growing trends in today's economy. The network of beauty salons, studios and hairdressers which require qualified professionals, is expanding. Today's market in the beauty industry demands young specialists who have a combination of professional skills and prominent personal qualities, such as communication skills, creativity, independence, and the ability to constantly find ways and means to improve their skills. Technologies in this field are developing rapidly, and new materials, tools and equipment are emerging; an expert should be aware of all these innovations. These trends are embodied in the reforms of education standards, including the content of foreign language teaching in a professional educational establishment during the course of preparation of a future competitive specialist. The development of speaking a foreign language to a level of professional competence for a future expert in the beauty industry is an important aspect of professionally focused training, and is carried out by mastering

the features of language competence in its phonetic, lexical and grammatical levels of study.

Professionally oriented education is built on the principle of records of interdisciplinary knowledge of a linguistic, extra linguistic and psycho-cognitive nature, which are developed in the native language. The interdisciplinary linguistic knowledge which is necessary for training future specialists, suggest the study of the profile terminology, its word-building elements, and models and features of syntax. Interdisciplinary extra linguistic knowledge gained in the process of study of special subjects in one's native language activates an understanding of the foreign language's speciality texts. Psycho-cognitive knowledge stimulates mental activity on recognition of professionally significant concepts and the development of educated contextual guessing. It is important also to take into account the principle of authenticity of the contents of training, which is derived from the professional orientation of the teaching materials.

In the federal state educational standards of the third generation for professions of the service sector, Foreign Language disciplines occupy an important place - from 160 to 190 hours. The following provisions are pointed out: (a) knowledge of a foreign language is an integral part of professional training of all professionals; (b) a foreign language course is multi-level, and is developed in the context of lifelong education; (c) study of a foreign language is based on an interdisciplinary, integrative basis; (d) learning a foreign language is aimed at the integrated development of communicative, cognitive, informative and general cultural competencies of students.

One of the technologies which meet the requirements of teaching professionally oriented foreign language is project-based learning. For educational activities, in the course of which professionals of the beauty industry - hairdressers, aestheticians, stylists, makeup artists – are being trained, it means the opportunity to combine the goals of language and professional training. In our school, there is a certain algorithm of interaction between the foreign language teachers and teachers of special subjects in the educational process, including the planning and implementation of project-based learning. First of all, we start from the need to address some urgent professional problems. It is not a secret that the amount of information in English is much higher than what can be found on Russian websites. Accordingly, a person who knows professional terminology in English has more opportunities to find the right information and to use it for professional purposes. The leading ideas of the organization of project-based learning of students are: (a) a student is in the center of activity, a teacher provides assistance in his or her work, and coordinates it; (b) the work process is built based on the logic of activities with personal meaning for students, which increases their motivation; (c) students have an opportunity to freely choose the topic, type, duration, and form of their project; (d) project-based learning should be practically useful; (e) students should learn how to use the project-based learning.

When working on a project, the following goals are set: didactic goal – formation of competence in the field of independent cognitive activity, critical thinking, teamwork skills, acquisition of skills of independent work with large volumes of information, an ability to see the problem and identify the ways to address it; methodological goals – to get an insight into new professional

technologies, understand new concepts, learn to use Power Point to present the project results, learn how to clearly and understandably structure the materials, and summarize one's thoughts orally and in writing. Projects are classified by areas of work: (a) training (aimed at studying finished theories, experiences and practices); (b) organizational (aimed at holding different events, shows, competitions, master classes and seminars); (c) technical (related to the development of design solutions and their presentation); (d) content-based: (1) practically oriented (focus on the interests of the participants of the project or an external customer; the product is predetermined and can be used in the life of the educational institution - visual aids, computer presentations of the educational material, newspapers, layouts, etc.); (2) research (structurally, resembles scientific research; requires a well-designed structure, defined goals, justification of relevance of the research subject for all participants, reference to the sources of information, thought-out methods, results); (3) information (aimed at collecting information about a certain object or phenomena, with the aim of its analysis, synthesis and presentation to a wider audience; the result of the information search may include: an article, an essay, a report, an abstract, a presentation); (4) creative (videos, dramatization, performances, etc.)

Depending on the duration of their implementation, projects are divided into mini-projects, short-term, weekly, and yearly projects. All types of projects can be effectively used by teachers of special disciplines during work with students on term papers and graduation theses in the study of a foreign language.

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COMPETENCE-CONTEXT MODEL
OF EDUCATION AND UPBRINGING
AS THE BASIS OF INCLUSIVE EDUCATION

I. G. Palagina

This paper considers the problem of the implementation of inclusive educational ideas in continuous education, and describes the main features of a competence-context model of upbringing and education as a learning model relevant to this task.

Key words: continuous education, inclusive education, competence-context model of upbringing and education.

The special education system for children with disabilities (CWD) was developed in Russia, and it has been successfully functioning for many years. In these institutions, special conditions for conducting classes were created, and doctors and special pedagogues work with children. However, due to the isolation of special/correctional educational establishments, in their childhood people are divided into "healthy" people, and people with disabilities. As a result, lifelong education for people with CWD is unavailable, because special conditions for the continuation of education are not always provided beyond the framework of the basic education. Inclusive education is an alternative to such a system; it ensures the learning of children with CWD in general education (public) schools.

The solution to the problem of inclusive education development is inextricably linked to the problem of change of the education model. The new education model must not only provide for the joint learning of regular children together with children with CWD, but must also allow all students to acquire skills to ensure the continuation of their education in the system of lifelong education throughout their lives. In our opinion, the competence-context model of education and upbringing carries potential, which can implement inclusive education ideas within the framework of the lifelong education system.

The main purpose of competence-context education "at the level of the basic education, is ensuring the pedagogical and psychological conditions for the formation of competence in the process of students' educational activities as the invariable result of education, which provides for the development of a student as an actor in the process of lifelong education. This process also includes achievement of the goal of developing values and semantic spheres of a student's personality" [2, p. 210]. In the process of competence-context education, the transformation of training activities of an academic type into independent activities is ensured, allowing students to solve problems and perform tasks based on knowledge [2]. The period of transformational activities is almost equal to the period of study of one theme within the framework of which an integral phenomenon, process is being studied.

Three basic forms of activities are distinguished: (1) activities of an academic type, which ensure an understanding of the structure of studied phenomena by students. All students get the same set of tools to solve a wide range of tasks, which represent models of different situations associated with the studied topic. Tasks are set for all students in the same way, but acquiring the skills to solve

them in the competence-context model of education and upbringing is individualized, because the abilities, interests and needs of students are considered; (2) quasi-independent activities ensure understanding of working methods by students. Students, together with their teacher, solve a range of tasks within the topic, where there are complex tasks consisting of many key areas, which must be identified; (3) independent activities are collective activities of students aimed at solving problems within the topic, the scope of which is quite wide: from tasks requiring the direct application of known techniques to research and project problems. This form of activities allows them to gain experience of independent problem solving. At this stage, the teacher is a tutor, whose task is to ensure the achievement of maximum results by each student. While performing tasks, students move in their own ways.

In the process working, children form spontaneous groups, the factor of which is the complexity of the problem being solved. Having completed the first level, children move to the next one. Time limits for this stage are long; they take about 40% of the whole time provided for study of the topic, which is why each child has the opportunity to master the minimum basic level. An important factor is communication between children within the group. Within the framework of the competence-context model of education and upbringing, conditions are created for the realization of all eight principles of inclusive education: ( ) the value of a person depends on his/her abilities and achievements; (b) each person is able to feel and think; (c) each person has the right to communicate and to be heard; (d) all people need each other; (e) true education may only be provided in the context of real relationships; (f) all people need the support and friendship of their peers; (g) all students can better achieve success in what they can do, than in what they can't; (h) diversity improves all aspects of a person's life.

In our opinion, the solution to the problem of inclusive education lies in solving a wider problem: a change in the educational paradigm. The new paradigm – "school of thinking", based on understanding the fact that the native abilities of each person may be completed with intellectual operations of "notional thinking" and "meta-processes", ensuring the formation of a student as an actor, must take the place of the traditional paradigm of education. The competence-context model of education and upbringing contains the mechanism to launch a person's self-realization process – it is the formation of the invariable result of education – competence as the complex of cognitive, social and reflexive experience. Formation of this result allows students with different abilities to independently master various types of activities in the process of lifelong education "throughout their lives".

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A COMPETENCE-BASED APPROACH
AS A SOLUTION TO THE PROBLEM
OF EDUCATION QUALITY

M. T. Kadralinova

Competence in the conditions of solving the main problem of education, improving education quality, is regarded as an integral manifestation of personality traits. It reflects a person's knowledge and general cultural levels, the experience of practical activities and professional creativity of a future specialist.

Key words: competence, education, quality, innovative, professional, personality, activities.

The basis for building an efficient innovative system is human capital, which is one of the most important competitive advantages of Kazakhstan. A prerequisite for it is the adaptation of the educational system for the purposes of shaping the knowledge, competences, skills and behavior models needed for innovative economy in students, and the creation of a system of continuous education. A competence-based approach permits one to choose the content of vocational education in conformity with the needs of the developing personality; at the same time, it is focused on the innovative experience of successful professional activity in a specific industry. Competence in the context of solving the main problem of education, improving the quality of teaching, is viewed as an integral manifestation of personal qualities. It reflects the knowledge and general cultural levels, a future specialist's experience of practical activities and professional creativity. Thereby, education takes quite a new form, the principle of which is teaching independent, self-

The problem of assessing the result of education is always urgent. Yesterday, it was associated with the concepts of "education standard", "general cultural level", "social training". Today, a sharp change of focus takes place, emphasis is put on the competence approach in education, and the concept of "a specialist's expertise" becomes relevant. Researchers studying the theme of a competence approach in education state that the difference between a competent specialist and a qualified one is that the former not only has some amount of knowledge, expertise and skills, but is also capable of putting them into practice in his or her work. It is known that a competence-based approach in education arose as an alternative to abstract theoretical knowledge, with the goal of developing practice oriented qualities that students need in their social life and professional activities. This is a conceptually new approach that requires rethinking the attitudes to a teacher's position and to training students. Furthermore, a competence-based approach should be viewed as a contemporary synthesis of such traditional approaches as the culturological, scientific and educational, functional and communicative and didactic ones. A competence-based approach is an attempt at bringing mass education and the needs of labor markets in harmony, an approach with a focus on the result of education; whereupon the result is viewed not as the sum of ingested information, but as man's ability to act in various situations.

The goal of contemporary vocational education is to train a qualified specialist having the appropriate training standards and specialization who is competitive on the labor market, competent in his/her profession, and able to find his/her bearings in allied spheres of activities, prepared for permanent improvement of his/her skills, and is socially and professionally flexible. The goal of the competence-based approach introduction to the system of vocational education is to improve interaction with the labor market and competitiveness of specialists. It becomes necessary to create conditions for shaping a student's experience of solving problems facing him/her independently, and for assessing the results of education on the basis of analysis of the achieved level of education, i.e. at the level of his/her competence. Educational competence is understood as the totality of a student's conceptual attitudes, knowledge, expertise, skills and hands-on experience in relation to a certain range of actual reality objects that are needed for carrying out personally and socially significant practical activities. A peculiar feature of pedagogic competence developing techniques is that they take shape not as a teacher's actions, but from the point of view of the results of a trainee's activity, i.e. his/her advance and development in the process of acquisition of certain social experience. The priority method of transforming theoretical knowledge into practical one is practice. Carrying out professional tasks in practice is planned throughout the period of a specialists' professional training. Mastering competencies as a new type of goal setting means changing the educational policy of educational institutions towards the interests of the labor market and mastering the "lifelong" education paradigm. The main idea of the new approach is that continuous education becomes a principle of the educational system, and an individual's participation in it throughout the whole continuous process of his/her educational activity. A competence-based approach as an imperative of continuous education requires the training of a specialist who possesses not only special knowledge, but certain qualities of competitiveness, professional flexibility, the

ability to switch labor types rapidly, and to combine various labor functions. Whereupon the most important factor is to meet a trainee's educational needs by creating conditions for his/her obtaining general cultural and professional competences that are in demand on the part of industry and society, and comprehensive development of a human being as a person throughout his/her life, improving the potential of his/her labor and social adaptation in a rapidly changing world.

Kazakhstan is integrated in the European and global educational space in compliance with global tendencies, and it joins the processes of education modernization and also proclaims the priority of continuous education in the interests of sustainable development.

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THE COMPETENCE-CONTEXTUAL MODEL OF EDUCATION AND TRAINING IN THE CONTEXT OF CONTINUOUS EDUCATION

N. . Rybakina

This article deals with the issue of implementation of lifelong education ideas, and the necessity of finding a psychological and pedagogical theory relevant to this task. The article reveals the main particularities of the competence-contextual model of learning as a basis of continuous education.

Key words: continuous education, invariant education result, competence-contextual learning model.

The continuous development of individual potential in the education process, when a new level of its development replaces the previous one, is based on the relative stability of the individual as a qualitatively determined integrity. This raises a question of what can be a "unit" or a "cell" of this development in the system of continuing education, regardless of the level which a person currently occupies within this system. Obviously, such a "unit" should remain unchanged (invariant) when moving along the levels of education. It should be preserved in its various organizational forms and be enriched by a variety of forms, methods, and means of education and self-education. On the basis of the above assumptions [3; 5; 6; 7], a certain invariant result can be a targeted "unit" or a "cell" of the learner's development in the process of continuous education (hereinafter "CE"); this result preserves its essence when moving along the structures, levels and forms of the continuous education system (hereinafter "CES"), and ensures the development of a person as a subject of educational activity, regardless of whether he/she is a preschooler, a schoolchild, a student, an Advanced Training Faculty student, or an employee. In general education, the invariant of the result should ensure the development of a student as a subject of cognition, and to a certain extent, as a subject of practical activity, and in vocational training – it should ensure the development of specific labor skills of a student. The invariant of the result of general secondary, vocational and further education, ensuring continuity of personality development in the CE system, can be as follows: a certain competence, contextual and procedural characteristic of the learner's activity, a certain theoretical construction that makes it possible to define it in relation to the real educational situation at all levels and in all forms of CES [5].

Theoretical analysis shows that the competence as a result of education is an integral aggregate - in fact, a system of cognitive, social and reflective experience that ensures a person's ability to consciously transform reality, based on the ability to establish links between knowledge and situations of its practical actions and deeds. The aforementioned components remain unchanged when a person moves along the CE system, and are the basis of development of a person's ability to find a solution to a problem on the basis of knowledge [3; 5]. It is obvious that the formation of competence as an invariant result of continuous education can not be achieved by means of traditional education, aimed mainly at gaining certain knowledge. Since experience is the result of activity, the formation

of structural components of a competence (cognitive, social, reflective experience) and their system is only possible by means of appropriate activities. This involves the inclusion of students into the educational space of context type, that ensures the integration of subject, social and reflective components of their learning and cognitive activity [3].

Thus, the contextual learning theory (in reality – education) of A.A. Verbitsky [1; 2; 3; 4 et al.] can become the conceptual basis for the design of theory and practice of continuing education. In contextual education, in the language of science, and with the help of the entire system of forms, methods and means of education, both traditional and new ones, the following is provided: (a) in the learning activities of schoolchildren the consistent modeling of subject, social and reflexive content of activity, which, in combination, provides for the productive solution to problems and tasks of cognitive activity and formation of practical competencies defined by the educational standards [3; 5]; (b) in the learning activities of students consistent modeling of subject and social content of their future professional activity [1; 2].

Principles, organizational, psychological, pedagogical conditions, forms, methods and means of the contextual education are aimed at creating: firstly, competence as an invariant result of education in the learning activity of pupils at the level of general education [3; 5]; secondly, the invariant of professional competence underlying the whole professional activity of future specialists (bachelors, masters), in the learning activities of students of the higher educational institution [1].

The explanatory power of the theory of contextual learning in the formation of a competence as an invariant of continuous education, makes it possible to talk about the possibility of designing a competence-contextual model of training and education. This model, in the context of the new education standards, has become widespread at the level of higher and advanced professional education. Our research shows that it can be successfully implemented at the stage of school education as well [3; 5; 6]. This suggests that the competence-contextual model of training and education, not just in words, but also in reality, could be the basis of continuing education. While designing a competence-contextual model of training and education, we proceeded from the consideration of this as a system based on a set of elements, forming integration. In the series of such interrelated and interdependent components, forming the pedagogical model of competence-contextual training and education in secondary schools, we have identified: the target component, the content-based component, the organizational and procedural components, and result and diagnostic components.

Target component. The purpose of the implementation of the competence-contextual model of training and education at the level of general education is to develop the following complex competence as an invariant that will be needed at the next level of the continuous education system: (a) an understanding of the social values of a person set by the requirements of the federal state standards of general education; (b) the motives and abilities of cognitive activity, and learning skills; (c) knowledge and skills in the subject areas defined by curricula and educational programs; (d) the ability to reflect on one's own learning, and practical and socio-cultural activities. The cognitive, social and reflective experience gained

by schoolchildren, which appears to be an integral result of the competence-contextual type of training and education.

Content-based component. In the competence-contextual model of training and education, the content-based and target components act in unity, and reflect the essence of the competence as a general invariant result of continuing education - the ability to use knowledge to solve problems and challenges that arise in both social and professional life. Therefore, the content-based component of the competence-contextual model of training and education should allow the learner to explore the ways of competent action in a particular problematic situation based on knowledge. At the same time, it is not knowledge that is problematized, but rather how to use it and how to communicate with others, which is included into this problematic situation or task. The set of cognitive, social and reflective experiences received in the process of study, becomes a part of the content-based component of the competence-contextual model of education and training which is implemented in this process. A problematic situation of the content-based and communicative nature of integrating scientific knowledge and the context of its practical application and received experience of its solving, serve as a unit of content in the competence-contextual model of training and education.

Organizational and procedural component. The system of pedagogical technologies, adequate to the purposes and the content, (forms, methods and means) that ensure the transformation of educational activity of the academic type into the independent activity of students on solving the tasks and problems of their own activities, form the structure and content of the organizational and procedural component of the competence-contextual model of training and education. The practically implemented project of interrelated activity of the subjects of the educational process [2; 4] is understood to be the pedagogical technology in the competence-contextual model of training and education. Forms of such interaction (individual, in pairs, in groups, collective) are forms of training, whereas methods of training are specific ways of organization in these forms of the activity of a teacher and a pupil, a lecturer and a student. In the competence-contextual model of training and education, the idea of unity of purposes, content, forms and methods of training becomes logically defined. Much has been said about this in the traditional teaching model, but it has not been implemented, because the class-lesson format was pigeon-holed, and was separated from the content.

Result and diagnostic component. Direct quantitative evaluation of the final result of training in the competence-contextual model of training and education - i.e. the evaluation of the level of development of a competence, is not possible, because competence is an ability to use knowledge to solve problems, such as content-procedural characteristics. Therefore, assessment of the level of its formation is carried out indirectly, through the evaluation of the formation of its components: cognitive, social and reflective experience.

Thus, the integration of ideas of contextual education and a competence-based approach have made it possible to develop the competence-contextual model of training and education in secondary schools, as a component of lifelong education. The target component of this model includes the aims and objectives of the formation of a competence as an invariant result of continuous education. The content-based component includes scientific knowledge as an approximate basis

of the actions and deeds of a schoolchild in a problem-solving situation, as a mechanism of the formation of an invariant of its activities. The organizational and procedural component fixes the forms, methods and means of training to ensure the transformation of the learning activities of students into independent activities, to meet the challenges and tasks. The result and diagnostic component makes it possible to manage the process of interaction of teaching and learning, in order to improve the quality of continuous education.

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PEDAGOGICAL CONDITIONS FOR DEVELOPMENT OF THE FUNDAMENTALS OF THE ECONOMIC COMPETENCE OF STUDENTS OF VOCATIONAL TRAINING COLLEGES

Z. B. kizi Bakhodirova
. . Esanbaeva

The article deals with and explains pedagogical conditions contributing to development of the fundamentals of economic competence of students of vocational training colleges with social and economic profile.

Key words: Information educational environment, pedagogical conditions, economic competence.

Development of the foundations of the economic competence of students, as one of the sides of students' socialization, is an integral part of organization of the educational process in vocational training colleges with a social and economic profile [1]. In order to develop the economic competence of students in vocational training colleges, and in educational institutions with a social and economic profile, it is necessary to create several innovative areas of the educational and training process organization, one of which can be identified as the information and educational environment with economic orientation [4; 5].

Creation of the information and educational environment with economic orientation is seen as a way of organizing the interaction of subjects in the educational process (teachers and students), due to which the progressive changes of each student's personality take place, which has a positive effect on the formation of the foundations of the economic competence of college students [4]. It should be noted that in the educational environment with economic orientation, students are trained and their self-realization takes place through different programs of economic education. It seems to us that the informational and educational environment consists of information blocks.

For example, the information block of fundamental knowledge is aimed at mastering by students of the theoretical foundations of the modern economy, allowing students to continue to explore other areas of economic knowledge: finance, organization of the labor process, entrepreneurship, etc., and get knowledge of the fundamentals of the organization of entrepreneurship. A distinctive feature of the information blocks is that a student is "immersed" in various programs of social and economic education. The information exchange by college students with social and economic profile, in terms of content and quantity, considerably differs from the information exchange of the basic level, in which other students participate, and this is one of the most important reasons for the different level of education of people. "A man of another sphere", as we say, is a man brought up in a different system of the information environments, and consequently, educated in another way. In our case, we mean the economic education. The need to purposefully create the information and educational

environment with the economic profile can be explained by the fact that development of an economically educated personality is a process the person gaining their own economic experience in the process of socialization. The importance of the environment in such development is huge, because it either supports or destroys the activity of a person, encourages a person to achieve success, to realize himself/herself, or, on the contrary, becomes an obstacle to the student's development.

The fundamentals of the economic competence of a graduate, as an integral quality, will be developed only if quasi-economic activity in its popular forms is carried out in the specially organized information and educational environment with the economic orientation through the project forms of work in the educational process, which can be identified as the following innovative direction.

Project activities, which creates conditions for integration of subject content, development of user skills in information technology, development of research, communication, and reflective abilities of students, are one of the ways of developing innovative technologies. We consider project activities of college students to be a process of realization of a business idea from its initial concept to its implementation in order receive a certain result or profit. The process of implementation includes the classic sequence of the following steps: selection of an idea for the elaboration of the project work, practical implementation of the project, analysis of the results vs. the original objectives, evaluation of profit.

As we have noted, development of the fundamentals of economic competence, as an integrative quality of a person, involves the formation of students' communicative abilities, i.e. possession of communication skills, and the ability to determine the best position for themselves in relation to other participants of the group. All this helps students to feel the power of unity. Development of these qualities is necessary for a successful career in future, in particular, when working in various associations, firms, and companies. In our opinion, only the inclusion of students in the innovative educational technology can give an educational effect. This is the only way that students can understand the standard of living in economic activity, and receive positive experience of the economic activity.

Thus, development of the foundations of economic competence of college students in the process of social and economic education can be associated with: (a) creation in colleges with an economic profile of an information and educational environment based on the value orientations of the college students, encouraging their involvement in economic activity; (b) introduction in the educational process of elective courses aimed at formation of understanding processes related to economic activity; (c) organization of project activities of students, helping them to acquire practical skills in economic activity; (d) development of students' communicative abilities as one of the factors of success of future professionals and an element of general competence of a person.

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FORMATION OF PROFESSIONAL COMPETENCY OF SOCIAL WORKS TEACHERS IN THE CONTEXT OF MODERNIZATION OF EDUCATION

L. A. Kochemasova

The article describes the tendencies of integration and economic globalization that have evoked the problem of social works teacher training in the context of education modernization. It substantiates the need for social works teacher training in a multi-stage system of higher education in order to develop professional competence. Pedagogical practice is the best form of training along with theory training in a changing society.

Key words: professional competence, pedagogical practice, higher professional education, modernization.

Innovative changes in Russian higher professional education connected with modernization have predetermined the need for working out adequate socio-pedagogic conditions of shaping a student's personality that require the development and introduction of a new model of pedagogical practice based on a competency model of a tertiary school graduate. This is in regard to the tendency of implementing projects for creation of a balanced and high-tech innovative model of development of a contemporary social educator's professional competence. The undergraduate studies curriculum takes into account the Bologna Declaration provisions and affords Russian higher educational institutions the opportunity to act vigorously within the European educational area.

The study of theoretical aspects of the problem permitted us to carry out a comparative analysis and to interpret concepts as follows: *competence* – as a personal quality of a subject manifested in specialized activity in the system of the social and technological division of labor that can be viewed in an aggregate of competences as a structural component of competence; *professional competence* – as a totality of integrated characteristics of a person (specifically professional competence, social professional competence, individual/personal, professional competence, extreme professional competence) determine a professional's ability to realize in his or her activity a range of socio-professional and interdisciplinary knowledge, technologies of productive rendering of social aid and support to those in need of it for the purposes of improving the quality of social services; preparedness for shaping constructive social relationships of interaction, interperception and understanding another person; initiating a specialist's striving for personal advancement, professional self-realization and self-assertion in diverse spheres of activity.

Our analysis of pedagogical approaches (functional and activity, axiological, universal, personality oriented) permits us to conclude that professional competence of a social educator acts as his or her integrative professional and personal characteristic determining the quality of his or her activity expressed in the ability to act adequately, independently and responsibly in permanently changing social and professional spheres, reflecting his or her readiness for self-assessment, self-development and self-realization. The result of education is a

specialist's preparedness for personal activities. The social educators' preparedness for professional activity leads to an integrative education of an individual characterized by a high level of his or her mastering of psychological, pedagogical and special knowledge, expertise and skills, as well as professionally significant qualities needed for efficient performance of the primary professional functions at a high creative level [3, p. 16].

In a study performed in the Orenburg State Pedagogical University (specialty 050400.62 Psychological and pedagogical education, scope of education: Psychology and social pedagogics, qualification: bachelor) a social educator's professional activities were viewed by us from the perspective of purposeful, conscious, personally meaningful activity aimed at a productive and creative solution of professional tasks. Pedagogical practice, being a link of the comprehensive educational process, permits integrating and generalizing perceptions and initial experience of a student's professional activity, and to form professional competencies. We should note that, in fact, practice integrates professional training of students in the sphere of theory, methodology and research work. Such an integration permitted us to create a comprehensive model of professional training through levels of the integration processes: the "external" integration ensuring interconnection with the future specialist's professional activity as per the Federal State Educational Standard of Higher Professional Education [5] and qualification profile in view of regional peculiarities and social partners' needs; the "structural" one, manifesting itself in the rapprochement of practice with other elements of professional training (character building, educational, independent, research work); the "internal" presuming interconnection and complementarity of some types and elements of practice as a system.

The results of the study confirm the validity of the developed conceptual theses of projecting the social educators' practice on the ground of the following approaches: (a) the competence-based approach (the goal of learning is not the process itself but the students' achieving a certain result – forming professional competencies); (b) the context-based approach (right from the start a student is put into an activity-oriented position because learning subjects are presented as educational and educational-professional activity objects; (c) the reflexive approach (the emphasis is not put on understanding reflexion as the student's understanding of thinking and communication patterns) (d) the modular and activity approach, which permits the students to perform a meaning-making transition from one type of activity (obtaining theoretical knowledge) to another (obtaining professional skills) and to establish a link between the expected result of education.

The development of the "Practice" modules was based on the principles whose implementation ensured the necessary efficiency in attaining goals, and determined the content and logic of pedagogical practice organization: (1) continuity: one of the key principles of professional education development [4]; (2) the principle of consistency: stage-by-stage mastering of the whole complex of professional expertise and skills, successive mastering all the professional functions of a specialist; (3) the principle of successiveness: stage-by-stage mastering of various types of activity (organizational and managerial, socio-technological, socio-projective, research activity); (4) the principle of integration: linking students' theoretical and practical skill in their independent social activity,

the realization of integrative methods in training and implementation of practical activity; (5) the polyfunctionality principle: simultaneous performance of different professional functions in the process of practice (organizing, socio-rearing, socio-educational, rights advocacy, rehabilitation, research, etc.), mastering various professional roles within the framework of various kinds of practice (activity organizer, educator, protector, assistant, advisor); (6) the principle of social partnership: reflects relationships between all the practice subjects built on the priority of trust, partnership and cooperation; (7) the principle of personality: presupposes affording giving students the opportunity of choosing an institution for practice on their own depending on their interests.

In the modern context, the quality of professional training is primarily linked with the ability to shape professional competencies in students. This is stated in detail in the requirements of the third-generation Federal State Educational Standards (Higher Professional Education). Training must be carried out with regard for the actual needs of the economy in the context of modernization. The problem dictated by the polyethnic nature of Russian society is set by the need for including the objective of spiritual consolidation of Russia's multiethnic population into a single political nation among the main priorities of education (along with the educational objectives as such).

Professional competence is closely linked to preparedness for professional activity. The structure of professional preparedness of a social educator is represented by the following components: (a) the *purpose-oriented component of practice* is formulated in accordance with the general goals or professional training, the specific nature of the area. The purpose of professional training of social educators is the creation of conditions for acquisition of individual professionally significant orientations supported by productive changes in axiological and motivational, cognitive, affective and behavioral structures of a person; (b) the *substantial component of practice* presumes analysis of regulatory documents, analysis of the salary rate, and the skills handbook and the Federal State Educational Standards (Higher Professional Education) for the area in question, where the first step is determining the substance of professional training depending on the academic level, and the second one is determining a specialist's functions and activity types (socio-pedagogical, prophylactic, rights protecting); (c) *the organizational component of the practice* presumes th choice of base institutions meeting general requirements for the selection of pedagogical practice bases: the availability of up-to-date equipment, the presence of qualified personnel, closeness of the base institutions if possible; (d) *the technological component of the practice* presumes the development of the program and methodological complex of the practice, including the work program, the trainee's diary and the package of methodological aids; (e) *the regulative component of the practice* presumes presentation of the results of practical socio-pedagogical activity of trainees in the form of contemporary information technology: an electronic portfolio [2].

Thereby, apart from training a good performer of professional functions, the system of undergraduate students' pedagogical practice developed by us prepares a subject of professional activity who is capable of making decisions independently and competently, and is prepared for self-development and self-realization in his or her future activity.

The contemporary educational paradigm, "education for sustainable development", requires training of efficient specialists who can make decisions quickly and attain success. The task of higher educational institutions is to prepare future specialists who are not only competent in theoretical professional activity, but are highly cultured, and civically and socially responsible, sharing humanistic ideals and moral values.

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DEVELOPING METHODOLOGICAL COMPETENCE OF YOUNG TEACHERS IN THE POSTGRADUATE ADVANCED TRAINING SYSTEM

K. T. Umatalieva
S. YI. Ashurova

This article discusses the difficulties the young teachers are facing in their professional work. In the process of training experience sharing with the colleagues the application of different methods allows coping with the difficulties.

Key words: young teacher training, experiences sharing, vocational training, methods, analogy.

A young teacher is a teacher aged under 35, who has taken a teaching job or a job in the respective area of activity immediately after graduating from an educational institution, and whose job tenure is less than 3 years. Often a young teacher who started his pedagogical career as a professional career finds him or herself at a loss. The volume of knowledge obtained at the higher educational institution is sufficient, but our surveys have shown that young teachers lack pedagogical experience. Even the level of preparation for teaching activity is sufficiently high, personal and professional adaptation may be protracted and complicated.

More often than not, young teachers encounter problems because of poor methodological training or insufficient mastering of teaching techniques and methods. When a young teacher prepares for a lesson, he cannot prioritize tasks and objectives, which reduces the efficiency of education.

An important factor in the professional development of a young specialist is informational support of his or her activity (consultations, participation in the work of colleges, seminars, methodological groups, participation in scientific conferences, undergoing advanced training courses attached to higher educational institutions). It is necessary to create a psychological atmosphere for a young teacher that will influence his or her shaping afterwards. The following things are necessary for shaping the competence of a higher professional education institution teacher: (a) psychologically comfortable conditions for his/her professional activities (b) rendering him/her tactful psychological aid in solving the problems that arise in the process of work; (c) psychological arrangement of conditions for shaping and development of methodological competence in the interests of the professional college and the requests, interests and needs of the young teacher him/herself; (d) enhancing the "strong points" of a teacher's activity and overcoming calmly the "problematic situations" arising in his/her professional activities.

The purpose of advanced training of young professional education teachers is to develop professional skills, professional culture, and to upgrade the teachers' theoretical and practical knowledge. The backbone idea and function of professional education teachers' advance training is to shape a teacher's striving for continuous professional and pedagogical self-development, proceeding along an individual path (the teacher determines the purpose, forms,

means and time for professional improvement him/herself). In the process of advanced training of young teachers, we made a point of the following things: (a) self-education of young teachers after finishing the advanced training courses for further development of professionalism; (b) studying regulatory documents and materials, as well as the skills of working with them; (c) the development of one's own didactic training aids; (d) attending seminars and training sessions promoting the development of professional skills.

For attaining the goals and tasks considered above in the system of young teachers' advanced training courses attached to a higher educational institution, we recommend using various methods of training that are each focused on shaping methodological competence and improving the professional skills of a young teacher.

DEVELOPMENT OF COMPETENCIES
AS PART OF LIFELONG LEARNING

E. Padechowicz

This article addresses the issues of lifelong learning as a continuous development of competencies needed for the commencement of employment. The article discusses the key competencies necessary to the functioning of the occupational environment and also quoted research on competencies expected by employers.

Key words: competence, continuing education, employee, core competencies, work.

In Poland, by 2010 the current document on lifelong learning was a lifelong learning development strategy, adopted by the Council of Ministers on July 8, 2003. More current document is "The prospect of learning throughout life," which is in the Annex to Resolution No. 160/2013 of the Council of Ministers of September 10, 2013 year. This document refers to the good preparation of children and young people to learn throughout life, as well as talking about by adults to improve and complement their skills, qualifications according to the needs, challenges facing them in working life, society and the private sector. This objective is associated with an increase in the competitiveness of the Polish economy, mobility, readiness to change, increased social and professional activity [8].

Lifelong learning is defined by the European Commission and the European Making Area of Lifelong Learning a Reality as various forms of learning undertaken throughout life, which are designed to develop knowledge, skills, and competencies in terms of individual, civic, social or professional. Quoted content of the document and the definition of tackling the issue of continuing education and development of their competence. It is justified, since the modern labor market is characterized by dynamics, difficulties in obtaining employment and increasing demands of employers. In a knowledge-based economy in many professions, it is advisable to continuous improvement, upgrading their skills and competence development, which are obtained in non-formal and informal forms of learning through self-study or participation in courses or training. Competence development is essential in achieving more effective results at work, in being a professional in this field. As one pillar of education from the report *Education. It is the treasure* of Jacques Delors' 'learn to act' should be noted that if a man wants to keep up with the changes must be effective. Handling unit is based on the communication skills, resistance to stress, the rationality of the decision. Also noteworthy is the pillar of "learning to be", which assumes development aimed at continuous improvement of the human life. This means that the greater experience of life the wider professional development opportunities. Having knowledge is very valuable, but in the modern world it is more important to use it in practice. To achieve success alone knowledge is not enough, practice is necessary, which is associated with the development of competencies[4]. It should also be noted that in the modern world there is no guarantee of lifelong employment, which is why a man must be set to the permanent development. Continuing education is treated as a process of acquiring skills and competences. It is worth noting that it is not possible to acquire competence in the school, because over the years growing up man is focused on

the development of these competencies that were previously not known to him or were unnecessary, non-existent, not used, for example some may already be replaced by another due to the technological transformation [2].

In my article, I would like to refer to the key competencies required in the performance of any work, but also to employee competencies expected by employers, which are mainly acquired informally. They are called social competence, the so-called. soft. In the first place is important to clarify the term competence. It was first used by Richard Boyatizsa in The Competent Manager, where he described it as 'the potential that exists in man, which contributes to the fulfillment of the requirements for a specific workplace'[5], and Wincenty Oko believes that they are 'the power to act, the result of the learning process'[6]. On the other hand, key competencies developed by the Commission of the European Communities by the Parliament and the Council of Europe of 18 December 2006 in a document Key Competences for Lifelong life-European reference framework are defined as "those which all individuals need for personal fulfillment and development, to be creative citizen social inclusion of employment" [10]. They are shaped not only in school, but also lifelong learning is a reference to the Lisbon Strategy, which refers to the framework defining the new basic skills obtained in the process of learning throughout life, which are the main component of the knowledge economy[7]. European reference framework for key competences in 2006 define the fundamental knowledge and skills necessary to every person struggling for employment. The main eight are: ( ) communication in native language; It includes collection and processing of information, expressing their arguments orally and in writing in a convincing manner by using a rich vocabulary; (**b**) communication in foreign languages; mastery of languages increases the possibility of working abroad, appreciation of cultural diversity, and greater social contacts; (**c**) ability to learn; includes reaching out to new knowledge and skills, self-learning, self-discipline; (**d**) competence math and basic competences in science and technology; the ability to develop and apply mathematical thinking to solve problems that arise in everyday situations; (**e**) competence information; associated with computers; (**f**) social and civil competence, understood as the ability to work in groups, the ability to engage effectively in the public domain, respect for human rights; (**g**) initiative and entrepreneurship; reporting, workflow, task requests, analyzing, communicating; (**h**) cultural awareness and expression; express themselves through various means of artistic expression of natural ability[10].

Writing about the competence should be mentioned the International research competencies PIAAC adults (2011-2014), which was conducted in 24 countries identified 15 groups of competencies needed in the modern world, which include: (**1**) problem solving; this can be interpreted as a skillful recovering from the difficulties, the ability to be assertive and possession of negotiating skills as well as skills of active listening; (**2**) team working; a group achieves greater success than an individual, there is a synergy effect because the ability to work with others is a big advantage for the entire company; (**3**) communication; It facilitates the transfer of information; (**4**) influence on the others; particularly important competence in leadership positions; (**5**) planning own time; any project that modern worker takes, must be made within a specified time, so it must learn to skillfully manage it; (**6**)

planning time with other people; (**7**) manual efficiency; (**8**) reading prose; (**9**) essential skills while delivering speeches; (**10**) reading documents; (**11**) writing; (**12**) basic and advanced counting; (**13**) using the Internet, as well as the use of the computer. Almost in all workplaces that require high qualifications, it is necessary to have computer skills [9].

According to Malgorzata Krawczyk-Blicharska key competencies form the basis for the formation of wider social skills that allow coping in educational, professional and family situations. The key competence refers to the 'soft' skills. According to the author importance of social skills has increased, what employers emphasize, they postulate the education system and training, taking into account the changing demand for skills. Social skills are preferred for employee competence, employers are increasingly turning attention not only to education, which is classified as hard competence, but also on soft (soft skills) called competence future. In 70% of the work is obtained thanks to the expertise and 30% competence, where 70% work is lost because of the lack of social skills, and 30% due to qualifications. This shows how important it is to develop competence, before entering the labor market, as well as in the course of work, and that employers take them into account both when hiring employees and while doing the assessment of their work. It is worth quoting research on competencies expected by employers. Malgorzata Krawczyk-Blicharska shows that most employers expect from an employee teamwork skills, communication skills, logical thinking, coping with new situations ability to use his professional skills, coping with stress, however, less important are knowledge of computer programs, foreign languages or personal development[3]. The study of Anna Dybała shows that employers feel the employees are not enough independant (15.8%), do not make quick decisions (14.6%), are not opened to change the attitude of learning autonomy (14.2%). The test results also demonstrated Anna Dybała that when selecting an employee, the employer shall take into account the personal culture (84%), professional skills (83%), networking skills-81%, experience-80%, confidence, creativity, ingenuity-75 % [1]. In both studies were highly rated communicative competence, which in my opinion can also be regarded as the most important. Without their development any potential employee even a really good one in his field will not be able to present the knowledge in an attractive way and the employer will never think of him as a useful candidate.

These results of research have shown that the skills and especially the development of social skills are necessary to gain employment. The labor market has its own rules, where higher education and the acquisition of skills has become a generality. A man wanting to stand out from the crowd must present himself as the best possible, showing he has all the skills with the performance of the work, and continuing education allows him to do so. Focus on the development of competencies should be done as early as elementary school, by exposing the essential features of such employee. On workshops, the parents also may determine certain behaviors early, because instead of the continuous repetition of "learn and you'll go far", you can say "learn by whole life, shape yourself, your attitude, skills and attitude to others and you will succeed". Such a small difference, but it certainly contribute to the understanding of competencies as an essential part of learning, and also of our lives.

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THE CONTINUOUS EDUCATION SYSTEM AS A RESOURCE FOR THE ASSURANCE OF PERSONAL AND CORPORATE COMPETITIVENESS

O. V. Kitaitseva

In the society of knowledge, the phenomenon of social competition plays an extremely important role. Ensuring competitiveness becomes an actual task both for certain subjects, and for the organizations. That is why the problem of using continuous education as a resource of competitiveness has become very relevant nowadays.

Key words: competitiveness, continuous education.

Among the key particularities of the 21st century are qualitatively new challenges, different from those encountered by humanity earlier. The IT revolution made social competitive conditions much more complex: information and knowledge become the principal production resources, and education levels, professionalism, and a worker's ability to learn, the most valuable qualities. Therefore, the problem of shaping the key competences someone must have in order to be competitive in the contemporary world, as well as developing strategies companies, must follow in order to be competitive. In connection with this, it is extremely important to define the role of continuous education in the development of these competences and strategies.

Competitiveness is viewed as the ability of a certain object or subject to meet the requirements of interested parties as compared to other similar subjects and/or objects. The objects are goods, enterprises, industries, areas (countries, regions, districts), and the subjects – consumers, producers, the state and investors. However, the implementation of a positive effect depends on the concept of strategic development chosen by a subject/object. Depending on the competitiveness factors that will be given priority in strategic development, it is possible to ensure either a temporary effect of taking the lead at the market, or a stable competitive advantage. To a large extent, the result depends on the system of external and internal interconnections. The elements of an enterprise's market capital, the "external" manifestation of key competencies (customer value, uniqueness, novelty of the products, financial results satisfying the investors and proprietors) make up the external component. Knowledge, skills, capabilities, technologies, and other elements of human and organizational capital, whose interaction forms the principle kinds of key competencies, comprise the internal component. The factors of a temporary competitive advantage and a stable one are differentiated by the criterion of competitive advantage stability. The factors of temporary competitive advantage are those which are easily imitated by competitors or the "occasional" external environment factors that are favorable for the enterprise's development. Unlike these, the factors ensuring a stable competitive advantage are the enterprise's internal environmental parameters, whose development ensures uniqueness, novelty and a higher customer value of a market offer; those factors are manageable and hard to reproduce for competitors. Therefore, transforming temporary competitive advantage factors into integral

elements of a company's long-term strategic success attained by means of complex interaction of factors ensuring stable competitive advantages is a critical task.

High levels of information technologies development have accelerated the processes of introduction and dissemination of new knowledge intensive technologies, and other scientific developments. Therefore, the success of strategic development of both a modern enterprise and a separate individual, and his or her role of "intellectual leader", is increasingly determined by internal intangible resources that are difficult to imitate for competitors, and that presume the efficient utilization of human intellectual and creative potential, the uniqueness of organizational knowledge, as well as the shaping and development of key competencies as factors of a stable competitive advantage.

The principal resources of a company's strategic development under the conditions of the "new economy" (knowledge economy) are not external static, natural and social factors that are favorable for development, and traditional for an industrial society, but intellectual capital, creative potential of personnel, unique organizational knowledge and innovations at all stages of creating a product. The concept of key competencies proposed by G. Hamel and C.L. Prahalad [2] is the most efficient one under the current conditions. This concept is the groundwork for the "intellectual leadership" of a company or an individual. It permits them to create, maintain and develop in a feed-forward mode, specific sources of stable competitive advantages that are difficult to imitate by competitors. Thus, the system of key competencies is a set of interconnected trends, assisting in the achievement of a stable competitive advantage [2].

In spite of the fact that the system of key competencies consists of different components, it is possible to elicit from it such a priority component as "intellectual leadership", which acts like an impulse that changes the parameters of elements of all the system of key competencies. Therefore, the process aimed at the permanent transformation of intellect under the impact of the external and internal environment with the purpose of improving the protection of an intellectual and the efficiency of his or her life. In actual fact, this is nothing else, as the mechanism of permanent education that permits one to survive and to preserve his or her individuality and ability for development under changed macroeconomic conditions. Permanent education does not limit itself to the narrow frame of a certain time period, age, or career stage, because it is included in the integrated process of continuous personal development. Its potential allows people to develop freely as wholesome and unique personalities, and to master the competencies of self-actualization and self-development that are necessary in all the spheres and periods of life [3].

The need for education throughout one's life is a key feature of our time. With ever increasing frequency, people acknowledge that the realization of one's life project is, as a rule, connected with the opportunity for permanent development through learning. There is a place for education at each stage of one's life, for example when answering the question: "What do you think is important for attaining prosperity and success in life?", pollees chose the following alternatives: education (13%), industriousness, sound business practice (11%), ties with the right people (11%), health (11%), ability and talent (10%), good luck, chance (9%), money (9%) [4]. Thus, the importance of education during the postindustrial period

of development, among which the characteristic features are the acknowledgement of new functions of education and training and opening access to knowledge for anyone who wants it is doubtless. At the same time, the culture of "building" education into one's personal biography is formed. When someone chooses self-education, self-fostering and a conscious choice of his or her path in education, he or she decides which knowledge he or she needs at any moment in time, as well as in what form they should be obtained, and what is the best way to use them. The share of free time connected with receiving education and improving one's qualification grows. For example, those questioned use about 7% of their free time to create their personal educational resources [4]. This is a qualitative change indeed, because they consider getting a supplementary education, and improving their skills as a free decision rather than being obligatory. A continuous educational culture is shaped as a special kind of culture. When applied to an individual person, the culture of continuous education ensures the shaping of his or her ability to personal development. Not only knowledge itself matters, but also the opportunity to develop one's abilities, which will ensure success and competitiveness on the market. This is especially characteristic of the new generation of technocratic intellectuals, whose social attitude is dominated by individualistic, materialistic goals, mainly connected with personal well-being. Although self-realization becomes the top-priority value, human efforts are directed at adapting to the current situation. This approach is widely enough accepted among all other social strata – for example, those questioned change their priorities on the subject of the goals of school education. The opinion according to which school must teach just cultured and well-educated people gets increasingly less support: 68% shared it in 1998, and only 52% in 2014. On the other hand, confidence that school must educate independently thinking people who are able to take responsibility is growing: 57% think so in 2014, although in 1998 this opinion was shared by only 35%.

Specific people who continue to study throughout their lives become subjects of continuous education at various stages of their lives. The culture of continuous education is reflected in the senses with which people fill their activities connected with getting knowledge and studying. The principle of educational continuity sets new tasks; these tasks must be solved in order to assure the permanent readiness for learning, and the ability to continue it in the forms that are adequate to the level of cultural development of society in application to various stages of one's life journey. During the last quarter of a century, the role of education and science in the life of society grew. Thus, approximately one-third of Russians (32%) point out that the place of science and education in human and social life is connected with increasing knowledge, while only 8% said so in 1989. Besides, knowledge offers one an opportunity to move up in the world: 12% of Russians think so at present, as compared to 4% in 1989 [6]. The challenges of contemporary society require the development of human educational potential as a precondition to a successful career. This permits a human being to keep on his or her life and career path, to be much more mobile within the labor market, to shift spheres of activities, to make decisions even in a non-standard situation, and to find a solution in complex life situations easily.

In connection with this, the functioning of the continuous education system allows us to ensure the shaping of stable competitive advantages on the basis of the efficient development of human potential.

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COMPETENCE AND COMPETITIVENESS
OF HUMAN RESOURCES
IN THE CONCEPT OF CONTINUOUS EDUCATION

Yu. A. Masalova

The article deals with the development of competence and competitiveness of human resources under modern conditions. The article determines that the system of continuous education should promote the development of these qualitative characteristics of human resources.

Key words: human resources, development, competence, competitiveness, continuous education.

The implementation of multiple innovative processes on which the competiveness of both individual economics and the human resources involved in the realization of those processes depends has become a characteristic feature of the global economic system. Presently, we've started to understand that the competitiveness of human resources is one of the principal factors of scientific and technical innovations on a nationwide scale, as well as a crucial factor for the survival and development of most companies. On a personal level, this means having the opportunity to earn an income and improve one's well-being, as well as to ensure the satisfaction of social needs. Generally speaking, the development of a human being as a person and as a professional is, on one hand, dictated by motivational suggestions, and on the other hand, conditioned by the development level of present-day social and economic processes. The need for development or self-actualization (A. Maslow) presupposes the development of a human being in the direction to which he or she shows an interest. This is connected with the awakening of all his or her talents and abilities, as well as with the realization of his or her creative potential. Alongside this, the need for development is also actualized in the process of shaping personal and organizational competitiveness. Activities carried out under the conditions of fast-paced social and economic processes and ever more severe competition stimulate the activity of human resources and make it task-oriented (aimed at the development and assurance of personal competitiveness).

The development of human resources is a process conducive to full actualization of human potential that includes, among other things, professional development as the process of a worker's preparation for the execution of new functions, tasks and/or taking new job positions in an organization. Human resources development in an organization as a process must determine individual needs for development, ensure equal opportunities for development to all of the organization's employees, encourage promotion, provide opportunities for training, etc. The result of this process is the shaping of a certain competence of human resources needed for efficient performance of specific actions within the framework of a preset subject matter of action (J. Raven). Whereupon the competence of human resources becomes a conditions for shaping their competitiveness.

Analysis of academic literature devoted to the problems of human resources management has demonstrated that the terms "competence" and

"competitiveness" are used in respect of a human being frequently enough. Alongside with that, these concepts are not treated uniformly as yet.

E.g., the concept of "competence" is often used as a synonym of the category of "competency" and therefore is viewed as a property of an individual or a set of individual abilities, characteristics and behavior models that ensure efficient work performance. On the other hand, "competence" only presumes determining the range of matters (powers) in which the human being in question must be competent. Therefore it may be described with the help of the knowledge, skills, experience and ability one must have in compliance with his or her role in social and professional activities. Whereas "competence" is, first and foremost, a quality parameter that characterizes mastering several competencies needed to carry out many activities, rather than one. Therefore, competence can be described from the viewpoint of a human being's potential (the result of competence shaping) and from the viewpoint of determining its structure (a list of competencies).

Two conceptual schemes are elicited in respect of the object of "competitiveness" on the labor market and the form of its organization. Those conceptual schemes reflect different points of view. The adepts of the first scheme view labor market competitiveness as a specific type of goods competitiveness determined by the use value of the goods being realized, its qualitative distinctness. The supporters of the second conceptual scheme view the mechanism of bringing the competitive adventures of manpower (capacity to work) in a functioning state [5]. Thus, the category of "competitiveness" is used when it is necessary to characterize a human being's ability to withstand labor market competition, his or her being in demand, and his or her ability to create and maintain his or her competitive advantages, focusing on the achievement of organizational objectives. In a strict sense, a specialist's competitiveness may be viewed as his or her ability to meet the employer's requirements. Thereby, "competitiveness establishes an employee's conformity to the requirements of the labor market (external or internal) at a specific point in time" [3, p. 72-73]. In the meantime, the competitiveness of human resources is understood as "a set of qualities determining the advantages of their drivers in the system of labor relations as compared to their other participants. The qualities making up that set that are more preferable by various criteria than those of their other drivers (competitors) are competitive advantages" [7, p. 163-164].

The process of shaping personal competitiveness as such presupposes a human being's striving to "master special knowledge that is in great demand on the market, and to form special personal qualities (a proactive approach to life, a capacity for self-development, an ability to work hard, communication skills, an ability to obtain results)". [1, p. 146]. This means that apart from professional development, competitiveness depends on such personal qualities that belong to the professional sphere indirectly, and permit a human being to realize him- or herself efficiently in society. Those qualities also make up human resources competence that includes psychological (cognitive-intellectual and activity-behavioral components) and the functional-substantial aspect (professional and social components). Thereby, a human being's ability to mobilize in time, his or her readiness to train and even to retrain, to acquire and analyze incoming information

adequately – all this, on the one part, promotes personal development, and on the other, promotes the shaping of competitiveness.

Thus, neither of the categories under consideration is static, since changing conditions (including the labor market situation, workplace organization, etc.) require retaining and maintenance at a certain level (adequate to the present-day requirements), and therefore, efforts directed at shaping necessary proficiencies, skills, behavior models, etc. Therefore, the concept of continuous education, implemented as an individual pattern of personal development, is focused on shaping competence and ensuring the competitiveness of human resources. Thereby, competitiveness acts as one of the basic components of human resources quality, alongside with the performance potential, whose principal components are as follows: qualification potential, socio-demographic potential, organizational potential, innovative potential, motivational potential and moral potential [2].

In summary, we should note that competence and competitiveness are interconnected characteristics of human resources, determining their quality. Those characteristics are shaped on a permanent basis within the framework of the concept of continuous education. This concept, in its turn, must be focused on all-round personal development that takes into account not only the needs of the society and the organization, but the human being him- or herself.

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SHAPING COMPETENCY
AS A READER AS A VECTOR
OF CONTINUOUS EDUCATION

T. G. Firsova

In this article, the reading process is considered as a multifunctional social and cultural phenomenon, a basis of functional literacy, and a national intellectual resource. The author emphasizes the main stages and ways of students' reading competence development in the context of continuous education.

Key words: reading, reading competence, functional literacy, continuous education.

Since this article puts forward the thesis of a leading role of reading and reading competency in continuous education of a person, we should define the basic terms.

We must note that the concept of "continuous education" is applicable: (a) to a person (the defining fact is that a person studies permanently – throughout his or her life, irrespective of whether this process takes place in an educational institution, or the human being in question educates him or herself; (b) to educational processes (we mean the fact that a person is involved in the educational process at all stages of his or her development); (c) to the organizational structure of education (the principle of successiveness of educational programs must be implemented in the very network of educational institutions).

In the contemporary socio-cultural situation, reading acquires a complex notional structure. It is understood as a polyfunctional phenomenon of a personality, society and culture. The issues of improving the social status and prestige value of reading are on a par with the problems on which the well-being of the nation depends[1]. Book reading is viewed as a universal means of man-creation, self-identification, "not one of the methods of cognitive attitude to the word but a proper method of human being-in-the-world". V.A. Borodina defines reading as "a universum of personal development in the process of a person's ontogenetic development, in view of the achievements in reader studies during phylogenesis"[2]. Reading forms the groundwork for literacy (understood as the unity of reading and writing), education, competency and culture.The life of a future citizen in the information society depends on his or her competence and flexibility in reading. Reading competence, defined as "the quality of retaining the read information, shaped on the basis of universal human culture, making it possible to solve academic, social, professional and personal issues adequately, according to the situation in the wider social interaction and educational-professional activity [3] is a basic human competence.

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"Books have developed men since the beginning of time", an old Russian folk proverb says. However, it is no secret that a global tendency in the present-day world is a certain drop in interest in reading and, consequently, a reduction in the functional literacy of the majority of population. According to UNESCO, more than 771 million adults in the world cannot read, and about 100 million children do not attend school. The overwhelming majority of illiterate people live in 35 poorest countries, but there are many of them in the developed countries as well[1]. There is an alarming tendency towards growing functional illiteracy in a significant number of people. The loss of reading and writing skills has occurred to such an extent that they are unable to understand a short and simple text. In the 1990s, nearly a quarter of population of Canada was considered as functionally illiterate; there are about four million secondary illiterates in Germany. In 1996, about 20% of the population of France was secondarily illiterate. According to specialists, functional illiteracy is one of the primary causes of illiteracy, accidents and injuries in and out of work. V.P. Chudinova's article cites statistical data, proving a directly proportionate correlation between crime and functional illiteracy. The research states: "In the early 21st century, 60% of adult prison inmates in the USA were functionally illiterate or semi-literate, and 85% young delinquents had 3R problems"[2].

It is evident that a falling share of actively reading populations brings about a growing deficiency of knowledge and constructive ideas in society, affects the quality of manpower, the general education level, the system of moral and spiritual values, and landmarks. Undereducated members of society who are unable to read serious literature are a social and cultural risk group. Their incompetence can bring about negative consequences because of ill-conceived socially significant decisions, inability to express their thoughts literately, non-understanding of the meaning of words in their mother tongue, and also the sense of ideas concentrated in written sources. All these factors obstruct the stable development of the state, and successful solution of accumulated problems.

In contemporary Russia, there is a discrepancy between the information space's development, and the rate of its mastering by various categories of people; a disparity between the level of actual reading socialization, and objective requirements for the quality of reading, capable of ensuring success in education, professional activities and personal development. Reading competence is shaped along the "ontogenetic ladder": from the prenatal stage to the subsequent ones, each of which is a zone of immediate development as compared to the previous one. Here, the consumptive, the axiological, the creative, the cognitive, the affective, the aesthetical, the moral, the pragmatic (applied) and the assessing (reflexive) aspects of reading are involved to various extent, depending on the stage.

The development of a person as a reader can be conventionally divided into

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nine stages: (1) the prenatal (intrauterine) one when all the genetic and biopsychic prerequisites of intellectual and informational activity of a person are created; (2) the preparatory one, its scope is from the birth to the beginning of the period when a child begins to read on his or her own (4-7 years); (3) the initial one, coinciding in time with learning reading at the elementary school, but it may include the preschool period if the child has learned reading before school (from 4-7 to 11 years); (4) the shaping one, characteristic of secondary school students (11-15 years), (5) the perfecting one (15-18 years) – senior secondary school, college and other specialized secondary educational institution students; (6) the stabilizing one (18-25 years) when a person asserts him/herself as a professional; (7) the optimizing one (25-50 years), the development of a person as a reader stabilizes and optimizes; (8) the involutionary optimizing one (50-70-80 years) – depending on the state of physical and mental health of a person, sight and memory problems arise and regressive processes occur, but reading activity is optimized for account of general and professional erudition, life experience, and consciousness. The regression of different readers depends on the activity and intensity of intellectual informational activity: the higher their level, the less significant the regression of cognitive psychic phenomena; (i) the involutionary stage takes place after 70-80, when acute changes take place in all functions determining the quality of a reader's intellectual and informational activity[1].

The experience of foreign countries which were able to reverse the reader crisis demonstrates that it is necessary to create a uniform line of successiveness between the elicited stages of development of a person as a reader at the state level. For example, in the USA there is a special "21st Century Literacy" program, under which special attention is devoted to functionally illiterate adult and immigrant families (under family literacy programs). The experience of Finland is illustrative: there, public libraries have developed a large-scale program of aid to the people in teaching them how to work with information, how to use computers, and how to master ICT. Special mobile libraries equipped for such classes with new hardware drive to remote regions. Over recent years, Great Britain has started a large-scale state program of reading support with emphasis on youth reading.

A resolution adopting the long-term National Program of Support and Development of Reading was adopted in the Russian Federation in 2007; there are various programs of republic-wide and regional significance. However, the lack of consistency and a single national project, and the shortage of qualified teachers in the sphere of reader competency improvement (we mean reading acmeologists, special tutors in the sphere of development and fostering of Readers), slow down the process of improving functional literacy standards in all social and age groups of the population. To reverse the "reading crisis" situation in Russia and to involve a person in continuous education, special attention must be given to the so-called risk groups, namely: (a) an illiterate population with a low level of basic literacy (completely illiterate people unable to read and write, and functionally illiterate persons, having a low level of reading and writing proficiency. As a rule, this includes immigrants and their children who speak a different language than that of

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[1] . .   :   -
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the locals; (b) families having reading and literacy problems ("family literacy: and "family reading" programs are needed); ( ) groups of adults of various age and skill levels, who need to acquire information processing and ICT skills; (d) students who need aid in development of various kinds of information: basic, functional, informational and ICT one.

The principal tasks of the government and society in this regard must be to liquidate "educational" and "digital" gaps in society, supporting reading, providing the population with access to information and the opportunity to get education throughout their lives. The national policy must be built so that reading would be understood as an element of nation building. In the context of continuous education, in the words of Samuel Smiles: "Books are the best friends in old age, and at the same time, the best leaders in young age".

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COMPETENCE CONTEXTUAL
MODEL OF TEACHING AND FOSTERING
AT A GENERAL ACADEMIC SCHOOL
AS AN INNOVATON

N. I. Baklanova
T. V. Muzalevskaya

This article considers the special features of the competence-contextual model of teaching and fostering as innovation implementing the ideas of continuous education.

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Key words: continuous education, competence-contextual model, teaching and upbringing.

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The idea of continuous education is not new for world and Russian education. Back in March 1989, the State Committee of the USSR for Public Education and the All-Union Council for Public Education approved the "Concept of Continuous Education" at a joint meeting. However, the implementation of the ideas of continuous education is impossible within the framework of the classic model of teaching that provided students with some amount of knowledge "for a lifetime". It is necessary to search the techniques (forms, methods and means) that would be adequate for the idea of continuous education and ensuring the conditions for self-realization of a personality "throughout their lifetime". Thus, the idea of continuous education presupposes changes in the axiological and goal-oriented components of education: from shaping knowledge to mastering the ability of solving the tasks and problems of one's life, to practical and professional activities based on knowledge.

The competence-contextual model of teaching and fostering [2] can be regarded as a non-classic model of teaching, responding to the challenges of continuous education. It has become widespread at the stage of vocational and supplementary education, and at present it is being tested at general educational schools, including ours. Let us cite a few arguments that confirm its innovativeness and reflect its potential of implementation of the idea of continuous education.

1. The principal goal of the competence-contextual model of teaching and fostering is "to ensure the pedagogical and psychological conditions for the shaping of competence in secondary school students' learning activities as an invariant result of education ensuring the development of a student as a subject of activity in the process of continuous education" [4, p. 210]. A competence "is an integral totality, as a matter of fact, a system of cognitive, social and reflexive experience, ensuring a person's ability for the conscious transformation of reality on the basis of the skill of establishing links between knowledge and the situation of the person's practical actions and deeds' [3, p. 258].

2. Achieving an invariant result whose components remain unchanged in the process of a person's movement within the system of continuous education and are provided by a system of learning principles that are different from the principles of the classic model of learning. Among these principles are the principles for vocational education formulated by A.A. Verbitsky [1, pp. 130–131] and interpreted in the terms of general education: **(a)** the psychological and pedagogical assurance of personal and notional involvement of a student into the learning activity; **(b)** consistent modeling of independent activities aimed at problem and task solving in the students' learning activities; **(c)** problematic nature of the learning content and the process of its development in the educational process; **(d)** adequacy of the forms of organization of secondary school students' learning activity, to the goals and content of education; **(e)** the leading role of joint activity, interpersonal interaction and dialogic communication of the educational process subjects (teacher-to-student and student-to-student); **(f)** a pedagogically substantiated combination of new and traditional pedagogical technologies; **(g)** openness, such as the utilization of any pedagogical technologies proposed within the framework of other theories and approaches for attaining specific goals of teaching and fostering in a context-type educational process; **(h)** unity of teaching and character fostering; **(i)** taking account of individual psychological peculiarities and cross-cultural (family, national, religious, geographical) contexts of each student. We should add to them two principles reflecting the continuity of the education process that were formulated by A.A. Verbitsky and N.A. Rybakina [2]: the systematic and systemic nature of teaching, the organization of cognitive activity "from the general to the particular" that ensures receipt of notions about the phenomenon under study in the context of its use; the availability of an invariant result of education allowing a student to develop as a subject of activity in the process of continuous education, and mastering educational programs of various levels with the help of various forms, methods and facilities.

3. A new objective and an innovative system of the principles of the competence-contextual model of teaching and fostering, which ensure the involvement of students in new types of learning activities. In this model of teaching and fostering, learning activities are a totality of subject-specific, social and reflexive components of learning and cognitive activities, comprising the context-type educational space that brings secondary school students beyond the framework of subject unidimensionality. Thus, students' mastering of social experiences is effected not just through transmission of information, but in the process of the organization of contextual type learning and cognitive activity, ensuring the triunity of its subjective, social and reflexive components.

The contextual type learning and cognitive activities are implemented in three basic forms [5]. Academic type activity presupposes a student's familiarity with the structure of the phenomenon under study (an object, a process) and the scope of tasks and problems such knowledge allows the student to solve. For example, the student gets an opportunity to obtain a holistic idea of the object under study in the context of its utilization. Quasi-independent learning activities allow students to master, in joint activity with the teacher, the mechanisms of using new knowledge for the solution of learning, cognitive learning, and practical tasks. Independent learning activity allows students to get from their collective activity, an

experience of solving tasks and problems in a wide context of using new knowledge, inter alia for the problems for which there is no known algorithm of actions. This allows students to get a social and reflexive experience of activity, as well as the cognitive one.

4. Changing the goals and principles of teaching and the type of educational activity inevitably requires changing the units of educational content and the teacher's and the student's activity. In the competence-contextual model of teaching and fostering, a problematic situation acts as a unit of content, whereupon it is active methods and not knowledge that are made problematic. An act is the unit of students' activity [2]. A student's activity is viewed as an activity aimed at ensuring a new type of secondary school learning activity, requiring the teacher to have new skills: tutoring, support and facilitation.

The introduction of the competence-contextual model in education means a change in all the pedagogical system of general education and vocational school, and a transition to a new type of teaching and fostering that is suitable for the idea of continuous education.

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EDUCATIONAL ENVIRONMENT AS A PRECONDITION OF DEVELOPMENT OF A COMPETITIVE PERSON

O. V. Balandina
I. A. Monastyrskaya

This article is aimed at analyzing the new strategy of the Russian educational system, which keeps the advantages of traditional education, combining them with ensuring competitiveness in modern civilization. The authors observe the weaknesses of the competence-based approach, which is grounded on focused education, appropriate for an industry-specified extensive economy. In an innovative economy, an employer prefers an «extended-profile» candidate, who is expected to be creative, dynamic, and socially responsible. The educational environment is the core factor of competitive personal development.

Key words: educational environment, knowledge society, competencies, creative competitive person.

Large-scale changes in society and the economy (aggravation of geopolitical problems, increased competition in all fields, and a significant breakthrough in information and communication technologies) raise the issue of changes in the sphere of education. What can the sphere of education offer, and which priorities will be chosen? To train a specialist who is competent in his or her specific professional activity aimed at serving specific structures, or a 21st century person, who is highly educated, and has the intellectual potential to meet the needs of the "knowledge society's" development. This is a creative person, who is also competent in his or her profession, and socially mature and responsible. We need a comprehensive analysis of the problems of education that have manifested themselves so vehemently in Russian society during the last few decades. A new strategy of development of the Russian education system is being created at present. This system would retain the advantages of traditional education, and at the same time make it competitive in modern civilization. Russian education is faced by the immediate tasks connected with the need for adapting the transformation of the educational system: firstly, it should correspond to the innovative model of economic development; secondly, it should be adapted to the social requirements of educational service providers and users; thirdly, it should meet the requirements of global competition on the innovation, labor and education markets.

Western models of educational process organization, and templates of standards and management technologies, were chosen as landmarks for the new strategy of Russian education. Having become a part of the Bologna system, Russian education adopts, in particular, the competence-based approach. Competences are the basic units in the professional sphere that specifies certain requirements for the quality and standards of a specialist's training. It should be noted that attitudes to the competences among European specialists is not unanimous. For example, the critics of the Bologna system who formed the *Bildung und Wissen e.V. – die Gesellschaft fur Bildung und Wissen e.V. (GBW)* society in

2010, think that leveling curriculums through competences is an attempt to "economicize" education. In Japan, the fostering of citizens and patriots is considered as the primary task of education, the inculcation of a thirst for knowledge as the secondary one, and shaping competences needed for labor and other functions is considered only as tertiary.

Arguments about the transition to a two-level system of training do not cease in the Russian science as well. The heads of some higher educational institutions protected their rights to train specialists in a number of fields (medicine, architecture, engineering), and retained the former terms of their training. In view of the fact that the half-life period of competences is 4-5 years, it would be hardly permissible to reduce the tasks of education to shaping a set of professional competencies. The countries of the European Union have adopted the Bologna System and attempted to create a universal model of a specialist, first and foremost, because they had a shortage of their own qualified manpower. Can the labor market be a judge in the issues of the quality of education and its priority goals? Are employers capable of determining the need for specialists and the quality of their training? Can they influence the vectors of education? Is it worthwhile dismantling the former system of education, or reducing the content of training to the formulas of competencies and general skills in which only the economy, but not society as a whole, is interested? More likely than not, the answers to those questions are in the sphere of interaction of all the labor market's participants. In this case, the professional skills of graduates can be brought into conformity not only with the expectation of the labor market, but to the socio-cultural needs of society for personnel training. Contemporary university graduates need a comprehensive, universal education, which is only possible in the unity of humanitarian, natural science, and technical education.

Innovative development is connected with a change in the system of values and goals of social development. As a result, the anticipatory development of education determines the need for shaping a proactive attitude to life in young people, a desire to develop and realize their personal and professional potential. The cognitive and axiological focus of universities' pedagogical activities built on a dialog and mutual understanding of all its participants has a great significance for shaping abilities to project the future, to bear responsibility for it, belief in oneself and one's abilities to influence that future, to foresee the consequences of one's acts and to assess them. This process can be efficient on the condition of competent selection of students and the creation of a favorable educational environment as a precondition for development, self-development and interaction between the subjects of educational and professional processes, their forms, and a teacher's professional attitude. In our opinion, the process of training a specialist may be optimized through taking into account a number of conditions and factors, namely: (a) the processes of purposeful shaping of competitiveness; (b) the processes of eliciting personal properties, the methods of a future specialist's communication and interaction with his/her future colleagues; (c) a person's focus on reaching high results; (d) a positive professional focus.

A university graduate discovers a cognitive gap between theoretical knowledge and actual practice. Afterwards, as a specialist gains experience, he or she discovers a cognitive gap again: this time between practice and the

impossibility of understanding and applying it. Under the conditions of a lack of goal setting and planning, we must shape not only technology and communication skills, but conceptual thinking as well.

Continuous education is the pedagogical precondition to the development of a specialist's competitiveness. It is assured by meeting the following conditions: A person's preparedness for improving his or her education level throughout his or her life; a high motivation for the improvement of educational level; the opportunity to get an education, and consistency in education at all stages. The pedagogical conditions of the success of continuous vocational education are as follows: (a) assuring positive motivation of students, developing the need for continuing one's vocational education, strengthening of the students' emotional and willpower sphere focused, among other things, on mastering the necessary competencies; (b) the organization of training at a high complexity level; (c) the activation of consciousness, thinking, imagination, the willpower of students aimed at developing interest in their specialty; (d) fostering high moral and psychological qualities, discipline and responsibility in students; (e) eliciting professionally important personal qualities and abilities in students and their development in relation to the profession they have learned.

Our experience (a poll of students of the Academy of Labor and Social Relations and V.G. Shukhov Belgorod State Technology University, carried out in autumn 2014), demonstrates that young people are not inclined to persevere with regular work: students devote two to five hours per week to self-study. Their wish to get a higher education is connected, first and foremost, with potential self-development and building one's life path (62%), determining one's career prospects and professional horizons (63%) [2, p.21]. Most higher educational institutions' students view education as "the shortest way to career growth and a high salary". Contemporary practice demonstrates serious contradictions between the purposes and interests of "Generation Y", and the institutional routines and norms. Negative re-orientation of youth is especially noticeable in the sphere of labor. On one hand, the range of operative motives for self-realization in this generation is increased because of better information awareness, and on the other hand, the labor values are not present among their primary values. The fact is, that the sector of simple services, real estate operations and trade where higher education, high qualification and work experience are not needed, is the most attractive for young people. Meanwhile, only a specialist who has a personal need for connecting narrow professionalism and universality, the need for self-development can be competitive. Because qualification presupposes, apart from the availability of an education certificate, a certain level of professional skills, as well as mastering the technologies which ensure the attainment of one's goals.

A survey of national education systems performed by these authors (2012) brought them to the conclusion that the tertiary education system retains its cultural national peculiarities even under the conditions of market globalization [1, pp. 553-559]. Unlike education in the USA where the private sector prevails, in Russia the education system needs state support. We need a dialog of all the interested parties: civic society, the state, the education system, the family, the person him- or herself. Russian pedagogic experience must be taken into account.

Russian experience in the education system was always based on the unity of education and fostering of personality. For example, as 19th century Russian thinkers analyzed the experience of European education, they stated that it was based on the principle of separated, specialized (Jesuitical) learning, resting on some readily visible abilities of a person. Such a narrow specialization hinders the development of a holistic personality, and his or her spiritual potential. In the early 20th century, Ivan Ilyin warned about the hazards of separation of the education and upbringing processes: "education without upbringing does not shape a man; it unleashes and spoils him because it puts advantageous opportunities and technical skills at his disposal, and he, spiritless, conscienceless, unbelieving and weak-willed, begins to abuse them [3, p. 179]". It is evident that education must not only teach and socialize a person but to lay the axiological groundwork of a personality that cannot be designed on purpose but permits to shape the "axiological immunity" of society, and to develop the moral and civic qualities of a person. In such a dialog context, education can be viewed "as a large model of every life taking place in time" (E. Rosenstock-Huessy). Russian pedagogics viewed education as, primarily, a mechanism of cultural reproduction of the nation and only secondarily, as a channel of transferring knowledge. Education is not an inconvenient supplement to life's realities, but a condition of existence of every person and every culture.

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DEVELOPMENT
OF A COMPETITIVE SPECIALIST
IN FOREIGN LANGUAGE LESSONS
IN THE SYSTEM OF CONTINUOUS
PROFESSIONAL EDUCATION

S. V. Efimenko

This article is about the qualities of a modern specialist, such as creativity, ability to work in creative groups, and ability to carry out research in a foreign language. Today's graduate is a person with high moral standards and motivated to practice lifelong learning.

Key words: competence approach, creative groups, cross-disciplinary, humanitarization, humanization, value-conceptual orientations, independence.

A change in the paradigm of higher education is taking place due to the transition from education in the "teaching" format to education in the "learning" format, which means that a person nowadays studies independently. "Within this paradigm," according to L. Grebnev, "a person learns all his life, and we help him/her, but only partially, within due limits, and taking into account his/her personal interest" [3, p. 42]. New educational policy is designed to be a radical means in life today, which will ensure the development of the country in a more progressive way. Given the realities of the time, the educational sector should develop in two directions: "vertical" (presence, practically, in all age groups of the population), and "horizontal" (advanced, additional education) [2, p. 101].

Knowledge, learning tools, educational methods, and techniques that contribute to the steady development of the potential of students and ensure systematic learning of phenomena and development of competences should take a leading position in the educational processes. Competence is a necessary condition for the development of competitiveness of a future expert. Let us give the definition of the competitiveness of a student, a graduate, a specialist, given in the monograph of E.V. Tkachenko, E.G. Safonova, L.P. Panina, O.A. Fischukova [7]. From the authors' point of view, professional competitiveness means achievement of success in professional activities in the competitive environment on the basis of professional knowledge, skills, and mobilization of a resource for individual-personal qualities. The "competence approach" is now becoming an integral part of the national education policy. Problems of education improvement were discussed even in the Soviet era, since there were signs of the lack of its effectiveness. Those problems usually included the following: disciplinary construction of educational programs and a lack of science-based mechanisms for formation of interdisciplinary connections in the educational programs of higher educational institutions, low level of student independence in the learning process, lack of experience in using the acquired knowledge to ensure graduates solve practical tasks. In this context the competence approach appeared, as a supposed tool to eliminate deficiencies discovered in Russian education.

In the mid-1980s, the famous British psychologist John Raven offered a rather broad interpretation of the concept of competence, using it to characterize the so-called effective behavior in organizations, functional groups, and society as

a whole [6]. According to Raven, competences can be defined as motivated abilities. Here, the conceptual "focus" of such a notion as "competence" on human motivation is very important. The law "On Education in the Russian Federation" defines education as "a set of acquired knowledge, skills, values, experience, and competences of a certain volume and complexity..." This definition means that the volume and complexity of knowledge of a higher school graduate should correspond to the acquired experience of educational activity at the time of graduation. However, in reality students and recent graduates are facing significant challenges. Therefore, the employer must ensure training of a young specialist's skills necessary for further successful professional activities. There may be many options: training may take place on site under the guidance of an experienced specialist, or by means of studying one or several additional professional programs. The important thing is that in all these cases a decision is made by the employer, as a person interested in obtaining a specialist with the required professional qualifications. Higher education institutions in the current situation should solve their main task: to prepare a specialist with an excellent university education, realizing the need for professional adeptness in future work.

The main strategic task for Russia today is to ensure innovative breakthrough with the prospect of joining the global leaders. In this case, a key factor contributing to success is creativity. Education is precisely the institution within which the framework for reproduction of a given society's creative potential takes place [1]. However, the "module of creativity" worldwide today includes not single individuals, but rather their creative environments, where people are developing and ideas are generated, where creative teams are crystallized, and creative experience is expanding.

For the modern scientific and technological civilization, the connection of education and science is a backbone. For education, as an institution where the initial formation of a scientific mentality takes place, the phenomenon of so-called trans-disciplinarity is very important, where a new integrated problem field is built over the traditional network of "sectoral science" and in which disciplinary differences are eliminated.

The opportunities for foreign languages in the formation of a competent professional are significant. We may invite engineers or other leading experts to foreign language lessons. Students who can speak a foreign language well enough and who can carry out professionally oriented foreign communication can work as translators in the enterprises of the city, and then tell the group about their experiences. Foreign language in high school makes it possible to create cohesive creative teams both within the same group, and among students of different grades, to prepare projects in a foreign language, and to participate in the role-playing or business games. Foreign language as a subject is designed to inherently humanize the learning process of students, which introduces elements of interdisciplinarity in the process of learning a foreign language in high school. This also helps to look at the world of "instruments and devices" differently, i.e., from the point of view of the common human values. A competitive specialist in today's labor market must not only possess professional competences, but also be a highly moral person, a great human. The well-known Russian philosopher L.P. Karsavin once attracted our attention to the following in thinking about a "high-

quality specialist": before you do something, or become engaged in a certain activity, you should be a well-shaped man from the point of view of ideology and spiritual and moral values. In his opinion, this is a condition under which a person is capable of responsible, useful activity. One of the reasons for significant professional success, such as of prominent statesmen and politicians or military commanders, is the high level of their ideology and worldview [5].

Nowadays the problem of formation of a system of values is indicated in the context of the competence approach as "the reality of modern education." Among the key competencies the following are mentioned: competencies of value-conceptual orientation in the World, i.e., the value of life, culture, science, industry, the history of civilizations and religions. The value-conceptual area in the national psychology is studied by many authors and is considered a functional system, which forms the meanings and purposes of human life and regulates the ways of achieving them. The content of students' value-conceptual sphere is treated as a set of value orientations and meanings. The value-conceptual development of students in foreign language lessons takes place on the basis of texts, the content of which is directed to the formation of high moral ideals in the outlook of students, to help them understand the contradictions of the modern world and to determine their attitude towards them. There are various types of communicative practice: dialogues and case methods provide for the exchange of values in foreign language lessons; and development of reflexivity, as a subjective ability to research their own lives, activities, and its processes (correction of different kinds of errors, work in small groups, performance before an audience) will allow students to cultivate their abilities and develop their value-conceptual sphere.

This approach to development of a competitive specialist is extremely important in our time. Not accidentally, UNESCO launched the concept of lifelong education, which is dictated by the changing social roles of a human being throughout life. In our opinion, it is expedient to design and develop in the system of university education such qualities and features that will help students to become competitive in their future activities: (a) intellectual and cognitive abilities (learning potential); (b) working capacity (psycho-physiological potential); (c) creative abilities (creativity); (d) ability to cooperate and exercise collective interaction (communicative potential), etc.

Development of competitiveness consists of a system of targeted, pedagogically sound teaching methods, choice of means, and design of conditions. This is a purposeful process, based on thorough and comprehensive analysis and reflection, professional self-knowledge, and self-government. It is based on the internal motives that appear in the pursuit of professional growth, and desire to take the right place in society.

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THE PURPOSE OF EDUCATION IN THE INFORMATION SOCIETY: KNOWLEDGE AND COMPETENCES

N. . Azerbaeva

This article deals with the specific features of the information society's development and the role of education in this process. It is demonstrated that the competent approach in the education system doesn't comply with modern reality.

Key words: information society, modernization, education, competence approach, knowledge.

By the middle of the XX century, scientific and technological progress had led to fundamental changes, contributing to the formation of a new society – the information society. The move to the information society in the world is an objective process that ensures the formation and development of the global information space. The concept of the "information society" first appeared in the second half of the XX century. Since then, much time has passed, and the information society has been the object of study of many scientists (E. Masuda, J. Naisbitt, J. Beninger, T. Stouner, M. McLuhan, A. Toffler, M. Castells), who identified its main features associated with the introduction of innovations, an increase in the volume and speed of communications, information growth, and the acceleration of its processing. All this changed, and continues to change the nature of perception of reality. Thus, the founder and president of the Japanese Institute of Information Society J. Masuda writes, "The Information Age, which was brought in with computer technology and means of communication, will not only have a major socio-economic impact on the modern industrial society; it will entail social changes of a great magnitude, which will cause the transformation of the modern system into a completely new type of human society – that is, the information society" [1]. Today, in scientific minds, the "information society" is associated with a fairly stable set of features and characteristics. Among them, the dominance of the service sector, the prevalence of intelligent technologies, but the most important thing is the transformation of information into the source of development of society [2].

The intensified processes of globalization are certainly based on the globalization of the world information space as a result of information support of both technologically advanced and developing countries. Russia cannot remain isolated from these global processes. But in order to live in the era of the information society, it is necessary to carry out comprehensive modernization of the entire society, based on the values, traditions and institutions of democracy, which are currently being shaped. The need to lift Russia to a new level of civil development is determined by the need for the formation of an innovative economy and innovation culture, based on the latest strategic and information technology, which is based on the ideals of humanism and creates conditions for the empowerment of the creative development of the person.

In recent years, the Russian government has taken several important steps to implement the processes of information support. Above all, these include projects to develop national strategies for the development of information

technologies and implementation of models of entering the information society. However, the global flows of information and ever-widening range of possibilities of using computer networks and technologies have put today's people in a position, where they need to identify existence and to make a constant choice, structuring and restructuring the problematic information field that surrounds them every day [3]. Thus, the information society reinforces the existential tension of the cognitive essence of the person. One answer to this challenge is to strengthen the role of education. In the information society, it is the main component of human life or the conductor of his activity in the new historical realities of production, management, and culture.

In previous times, education fulfilled a function, focused primarily on the reconstruction of the productive forces of society in the form of professionally trained staff. In fact, the goal of education was "to teach forever". However, at the present stage of development, education is "through life". In the information society, the main source of development is information, which unlike other resources, is characterized by qualities such as vastness and infinity. Therefore, a person is in a continuous process of learning, due to the constant development of knowledge. It is important to note that it is education that determines one more quality of information - selectivity. Not all information is knowledge. In the course of educational activity, this information is converted into knowledge, and the most important thing is the ability to use it.

The most difficult issue that confronts Russian education is the issue of its conformity to modern realities. Modernization of the Russian education system reflects the social order of society during the period of economic and political reforms. By signing the declaration of accession to the Bologna process, Russia has made another step towards the global integration of its education, and has committed itself to reform its education system in accordance with uniform standards.

Russia's entry into the Bologna process brings new changes into our lives, which at first glance, cause misunderstanding. Many people find the term "competence" strange, whereas it is one of the key concepts, which has become an integral part of the development process of modern educational programs. Transition of the education system to competence-based training necessitates the search of an appropriate assessment system. In the draft federal state educational standard of higher professional education of the third generation, approved by the Ministry of Education and Science of the Russian Federation, competence is defined as "the desire and the willingness of a student to use knowledge, skills and personal qualities to be successful in a particular field". Thus, the competence includes specific knowledge (as a kind of scientific information), skills (ability and willingness to apply them in practice), and personal qualities of the individual, contributing to its success in a particular field. We can assume that the competence approach meets the modern realities of the developing the information society, and ongoing reforms in the education system.

However, in fact the reality was not so promising. In the competence approach, emphasis is moved from the content to the learning outcomes, and it is not entirely accidental. This is in part dictated by the common ideology of transformations: it is easier to provide comparable learning outcomes, while to

achieve comparability of educational programs is almost impossible. In the new standards (FSES-3), the emphasis is placed on the learning the outcomes that students need to demonstrate at the end of training. The process and content of the educational process are hardly affected by the standards, but that is what is important in today's realities. If earlier in the Russian education system the learning process was assessed, nowadays competences shift the emphasis from the "knowledge" component to the behavioral aspect. Competence is not so much knowledge, but rather a system of developed behavioral patterns that determine how to behave (reasonably, productively, acceptably to others etc.) in both standard and non-standard professional situations [4]. In fact, education, in line with the competence approach, focuses on individuals who are not interested in pure knowledge, but try to understand how this knowledge will help them later in their life. A competence-based approach aims not for greater awareness of students, but for the ability to independently solve professional problems. That is, the competence-based approach is focused not on just giving knowledge, but on allowing students to learn something useful (i.e. to develop useful competences).

Practically, the competence-based approach does not solve the problems of the Russian education system and the challenges facing it, but rather aggravates them. It does not promote a continuous learning process, but merely creates the conditions for the realization of the goals of "final education". This exacerbates the problems of illiteracy and unemployment, and leads to the shortage of political, economic, legal, technical, social, psychological, and environmental knowledge.

This dissonance was the result of a sharp disagreement of the achievements of scientific thought, aware of the need for the continuous spiritual and professional development in the new information society, and the modern Russian education system, focused on achieving purely pragmatic goals determined only by competences.

The competence-based approach in the education system cannot meet the requirements of the modern information society, since it "prepares a person, who knows, but does not understand, who speaks about morality, but is immoral, and who is educated, but uncultured" [5].

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DEVELOPMENT AND USE
OF THE PROFESSIONAL ORIENTATION COMPONENT
OF ELECTRONIC EDUCATIONAL RESOURCES
IN THE CONTEXT OF A COMPETENCE-BASED APPROACH

E. A. Belnitskaya

The article deals with the issue of professional orientation of pupils through academic subjects in the information society. The development and use of electronic educational resources for training and professional orientation of pupils are considered in the competence approach context.

Key words: pupils, electronic educational resource, professional orientation, competence approach.

The modern world is going through a period of fundamental transformations connected with the formation of post-industrial society and the innovative economy, which demands a new paradigm of education. Formation of innovative education promoting sustainable development of the country that provides high-quality change of the educational process, an increase in its practical orientation, and creating conditions for receiving continuous education throughout one's life have become the main objectives. Among the most important priorities of development in the educational sphere in the Republic of Belarus is strengthening the integration between production, science and the education system, development of electronic education, including publishing a new generation of electronic textbooks and manuals [1]. In the conditions of information saturation, the continuous changes in the role of advancing education in the context of the competence-based approach increase. This causes an orientation of the content of education on forming competences, providing an individual with development on metasubject and subject levels, which are shown as readiness for implementation of certain kinds of activity and solving tasks that a person faces.

At the same time, the problem of readiness of the individual for professional self-determination and the need of system work on career guidance of pupils is actualized.

In the Republic of Belarus, career-guidance acts as an independent psychological and pedagogical direction that is fulfilled within the functioning of social and pedagogical, and psychological service by education establishments, the centers of vocational guidance for youth, and subject teachers directly in the course of training by means of subjects. It becomes expedient to use the essentially new technical and technological capabilities of the information society, to develop electronic educational resources and fulfill their maintenance of a subject and professional orientation content.

The Electronic Educational Resources (EER) of modular architecture integrated into the structure of the National educational portal (http://adu.by) gives the chance to find a solution to integrative problems of training and career guidance by means of subjects. We developed an electronic educational resource in chemistry for the 9th grade (http://moodle.edu.by/course/view.php? id=38), which includes control and diagnostic, and interactive modules. For the ninth-graders,

who are finishing training at the second step of the general secondary education, an important problem is the choice of an educational trajectory and a future profession. Therefore, the structure and maintenance of the resource includes a professional orientation component in the form of the special headings "Chemistry in Our Life and the World of Professions", "Whether You Know that …", additional text, illustrative material, and practically-focused tasks and a system of hyperlinks. Practically focused tasks and questions, and situational tasks about intersubject content, allow varying an applied orientation of training material depending on the chosen sphere of the future professional activity.

Hyperlinks provide navigation in relation to studying chemistry resources of a professional orientation character. Therefore, pupils can go to the pages of the sites containing actual information on chemical specialties and on the requirements of a person's profession, on educational institutions of the region, and on the enterprises of the chemical industry in the Republic of Belarus.

EOR is intended for use on educational and facultative classes in chemistry and during pupils' independent work. The use of the professional orientation component in EOR from the positions of a competence-based approach provides the corresponding interpretation of the content and requirements to results of educational activity of pupils, realization of the professional orientation function of the content in different types of educational activity (business games, discussions, virtual excursions to production facilities, design activities, etc.), and contextual training taking into account the forecast of demand for specialists in the concrete region.

Thus, there is a change in the role of the teacher, who becomes in a bigger measure the coordinator and the consultant, rather than a direct source of educational and professional orientation information. Development among pupils of the motivation to receive knowledge in the context of the image of their future professional activity, readiness for self-determination, and continuous self-education in the conditions of the information society becomes the most important task for the teacher.

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COMPETITIVE TEACHER –
COMPETITIVE GRADUATE
OF THE HIGHER EDUCATIONAL INSTITUTION

. Y. Sokhach
. I. Plugina

The article discusses issues related to education reform and setting new goals and objectives, and ensuring training of future competitive professionals by enhancing the competence and competitiveness of teachers.

Key words: competitiveness, education, education paradigm, teacher, student, support.

If we talk about the main trends of higher professional education, it is necessary nowadays to focus our attention on the following: (a) democratization and humanization of all educational systems; movement of higher education in the direction of world culture; (b) computerization and humanization of the educational process; (c) multi-stage and multi-level character; (d) openness, flexibility, variability, continuity and multicultural nature of modern education; (e) raising fundamentality and introduction of innovative technologies, etc. (O. Abdulina, M.N. Berulava, E.V. Bondarevskaya, Y.S. Branovsky, T.P. Voronina, E.G. Eremina, A.M. Novikov et al.)

Addressing the issue related to the movement of higher education in the direction of the world space, world culture is impossible without solving such problems as improving the quality of national education. In this context, an important aspect is the activities of the institution that promotes the motivation of all subjects related to improving the quality of education as a system, as a process, and as a result. Of course, it is important to consider, first, the motivation for students' learning activities. Considering motivation as a set of motives, a system of factors that determine behavior; as a set of psychological processes, giving general direction to behavior; as a process of formation of motives that stimulate and support activity at a certain level, it must be emphasized that this is quite a difficult and time-consuming process, requiring considerable intellectual, emotional, and volitional efforts. The main factors shaping motives for learning activities traditionally include: (a) the specificity of the educational institution and the educational environment; (b) the characteristics of organization of the educational process; (c) the content-based characteristics of the student as the subject of activity (age, gender, intellectual development, abilities, level of aspiration, self-esteem, etc.); (d) the specificity of a subject; (e) the interest of students in learning activities; (f) the subjective characteristics of the teacher and his/her attitude to the profession, etc. The latter of the above-mentioned seems to be the most significant factor. This is no accident. It is known that the development of motivation and creation of conditions for the formation of polymotivation to educational activity depends, first, on the organizers of the educational activities, i.e. on teachers and their level of professionalism.

Today, the issues of a person's professionalism and the activities of a teacher, an educator, are of particular importance. Contemporary challenges of

educational practice do not allow the teacher to remain at the same level, to be guided by the same settings in his/her professional activities, to perform only the function of education, using academic knowledge. A change in the situation in educational institutions has led to higher requirements made of teachers. Many researchers (Y.K. Babanskiy, Y.N. Kulyutkin, N.V. Kuzmina, L.I. Lurie, V.A. Slastenin, T.I. Shamova, etc.) think that the main role of a teacher in today's conditions is to become an organizing and stimulating impetus in the development of each individual. In other words, a teacher should not only be a source of information, but rather an organizer of students' educational-cognitive activity, one of the main sources of development of personality of a future specialist in the most important moment of his/her age development – the period of development of his/her ideological system. Thus the main task of university teachers can be considered to be motivational management of training, during which effective intellectual and moral development of the individual can take place. This requires that the teacher not only have a high level of academic knowledge, but also knowledge in human studies, a willingness to be active, the ability to build constructive relationships with all stakeholders of the educational process, the need and ability of self-development, etc.

All of the above is related to the basic characteristics of a competitive personality and the ideas of the paradigm of developmental education. Realization of the ideas of the paradigm of developmental education is possible if the heads of educational institutions, teachers, have the appropriate setting, motivation, need and willingness to be included in regular education and self-education activities, enabling them to achieve progress in their movement to the heights of personal and professional development. This, of course, is reflected in the concept of lifelong education, developed at the beginning of the 21st century. In view of the latest scientific advances, educational activity is considered as a process of continuous renewal, expansion and improvement of the existing knowledge, as an opportunity to develop professional and personal qualities and personal growth. At the same time, it is important to create conditions to meet the needs of each individual in intellectual, cultural and moral development by obtaining higher and postgraduate education; training, retraining and advanced training of employees with higher education and scientific-pedagogical personnel of higher qualification. This should be done at all stages of professional development, where each teacher has the opportunity to be engaged in the educational activities, to undergo retraining, improve skills and gain the experience necessary to meet the challenges associated with both personal and professional self-development, and with the preparation of active, creative thinking competitive future specialists. According to researchers, here it is important to develop a universal model of educational activities of an adult person at the stage of postgraduate training.

The need to include teachers in the system of lifelong education at all stages of professional self-realization, on the one hand, fully corresponds to the "social order" of society, associated with the preparation of the competitive personality of the future specialist. And, despite the fact that the execution of such an order is an extremely complex and multifaceted process that requires not only a high level of academic knowledge of teachers, but also the presence of a number of special competences of all university employees (psycho-pedagogical, social, economic,

legal and others), which, together, will provide the achievement of the high level of professionalism of a person and his/her work; development of these and other competencies will make it possible, based on the knowledge received, to develop rational ways of professional and interpersonal interaction. On the other hand, it is difficult to compare all the above with the contents of the new educational paradigm, that gives the individual the opportunity of self-understanding, self-discovery and implementation of his/her own abilities, his/her inner potential, and building positive relationships with others, based on the principles of humanism [1; 3; 7]. Overcoming this contradiction, in our opinion, is possible if a teacher, fulfilling the order of society associated with the preparation of not only a competent expert, but a person with a high level of general culture, himself/herself has a high level of general culture, and particularly such part of it as pedagogical culture. In addition, there is the issue of development of a teacher's personal qualities of professional relevance, which give him/her the opportunity to emotionally affect the student's personality: kindness, fairness, humanity, empathy, responsibility, etc., become very important. It seems that the solution to this problem will be more successful in the case of active operation at the higher educational establishments of psychological and acmeological services offering psychological and acmeological support of the process of personal and professional development of all the subjects of the educational environment.

The existing research and practice show that the creation within the structure of the educational environment of a higher educational institution of psychological and acmeological support can provide for not only the activation of the potential of its stakeholders, but also the potential of the environment. Today, there is already enough experience of work of such services in the system of secondary and higher education, which allows you to draw a conclusion about the positive impact of activities of specialists of the services of practical psychology upon the development of students, as subjects of the educational environment [1; 2; 6; 7]. However, it must be recognized that the work of psychologists and acmeologists with teachers has not yet received such wide expansion, and experience is only being accumulated. This issue has become one of the main research directions in the works of representatives of acmeological study: V.S. Agapov, E.M. Borisova, V.I. Bogoslovsky, A.A. Derkach, V.G. Zazykin, E.F. Zeer, E.I. Kazakova, L.B. Lapteva, V.V. Luchkov, I.V. Ovchinnikova, E.A. Yablokova et al. In the works of these and other educators and psychologists, in the context of the idea of lifelong adult education, attention is focused on the need to organize the service of psychological acmeological support of a professional during his/her professional retraining and improvement of skills, which is of particular relevance in the conditions of a gap in the stages of the system of lifelong education [1; 3; 6].

If we talk about personal and professional development of teachers of the high school, then acmeological support can be considered as a system; as a process that is aimed at updating the potential of the teacher as the subject of the educational environment; as a basis to create optimal conditions for the effective assimilation of new knowledge in the field of professional activity and the construction of life strategy; as a condition for improving the professionalism of activity through the professionalism of the personality [1; 7]. At the same time,

various technologies can be used in the implementation of ideas of acmeological support of teachers as subjects of the educational environment of a university. However, the priority now is given to acmeological technologies with humanistic content aimed at the progressive personal and professional development of the teacher, disclosure of his/her personal potential [3; 7]. When there are highly skilled, well-trained, competitive teachers in the higher educational institution, it will be possible to set and solve tasks related to the preparation of a competitive future specialist.

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THE PROBLEM OF COMPETITIVENESS
AND "BURNOUT SYNDROME" OF TEACHERS
IN THE CONDITIONS OF CONTINUOUS EDUCATION

E. N. Pyarlaytine

The teacher's profession has a high level of emotional loading, which in combination with other factors can lead to a syndrome of emotional burnout. By using a set of measures in psychologist's work, we aim at the prevention of burnout, helping to preserve mental and physical health.

Key words: model of preschool education, emotional burnout, prevention of emotional burnout, professional competitiveness.

The work of a teacher is essentially marked by increased emotional stress loadings, which together with other factors, can lead to a syndrome of "emotional burnout". Nowadays, the problem of "burnout" of specialists in the education system is becoming even more relevant.

The term "emotional burnout" was introduced by the American psychologist H. Fredenberg. "The syndrome of emotional burnout" is the state of emotional, intellectual, physical exhaustion, arising as a result of chronic stress at work. Development of this syndrome is characteristic firstly for three professions in the "person to person" system [1]. Christina Maslach, a social psychologist, defined this concept as a syndrome of physical and emotional exhaustion, including the development of a negative self-assessment, a negative relationship with work, and loss of understanding and empathy in relation to others. The syndrome of "burnout" is manifested in depression, in a feeling of fatigue and exhaustion, a lack of energy and enthusiasm, the loss of ability to see positive results of the work, and the negative attitude in the relation to work and life in general [1]. By the definition of N. E. Vodopianova, it is a long-term stressful reaction caused by long-term professional stresses of average intensity. It can be considered as an aspect of personal regression, occurring under the influence of professional stresses [4]. V. V. Boyko considers "burnout" as the mechanism of psychological protection developed by a personality in the form of a complete or partial elimination of emotion, in response to the chosen psychologically damaging influences, and the acquired stereotype of emotional, most often professional behavior. The phenomenon of "burnout" is a partially functional stereotype, which allows a person to doze, and use energy resources economically. At the same time, there can be dysfunctional consequences when "burnout" has an adverse effect on the execution of professional tasks [3].

The problem of "emotional burnout" has social consequences, which are manifested in the following: (a) the emotional state of the specialist is transferred to other participants of educational process; (b) the negatively painted psychological condition of the teacher reduces the efficiency of the education and training of children, leading to a blocking of cerebration, and weakening the strong-willed potential of the child, [5]; (c) raising the proneness to conflict in relationships with colleagues, and parents of pupils; (d) promotion of the emergence and fixing in the character of the identity of the teacher and professional qualities of negative

features, ruined mental health, and high tension. It is noted that the reasons for the emergence of such conditions of emotional burnout in pedagogical activity may be: (a) very high emotional inclusiveness in work; (b) time frames of activity; (c) the increased responsibility for results at work; (d) inability to regulate one's own emotional states; (e) lack of skills in communication, and the ability to get out of difficult situations of communication with children, parents, and administration.

When developing a set of actions directed at the prevention and overcoming of "emotional burnout", the educational psychologist in a preschool institution faces a number of tasks and objectives: (1) formation of competence in the area of the theory and practice of prevention and overcoming of "emotional burnout" and professional fatigue; (2) removal of negative experiences and their transformation into positive emotional states; (3) acquaintance of teachers and tutors with technicians of self-management and self-control of emotional states for the purpose of the prevention of possible consequences of a mental overstrain, and an optimum level of mental states in the conditions of professional activity; (4) discovery of creative potential, increase in working capacity and strengthening of the positive relationship with a profession.

Thus, application by the educational psychologist in its work of a package of measures on the prevention of "emotional burnout" promotes the teachers' formation of the value-related orientations aimed at the preservation and strengthening of mental and physical health. That raises the possibility of competitiveness and success in professional activity.

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COMPETENCY-BASED APPROACH IN THE TRAINING OF FUTURE TEACHERS OF ENGLISH

S.F. Azizkhodzhayev

This article looks into some aspects for a competency-based approach to training future English teachers. The main components of teaching English have been. These include upbringing, development, education, and practical components. The article also reveals the main principles of the technique of the communicative method in English language teaching.

Key words: Competence, communicativeness, focus on speech, functionality, situationality, novelty, personal focus, modeling.

The key task of contemporary education in the Republic is to create conditions ensuring the high quality of professional training of future specialists. The development of future teachers' abilities to act and to be successful must become important objectives of education. Today, a teacher must be mobile, decisive, responsible, and capable of acquiring and using knowledge in unknown situations, and be capable of building communication with other people.

The competency-based approach is an objective phenomenon in education. Implementing the competency-based approach in training is caused by the accelerating worldwide processes of globalization and informatization. The concept of "a teacher's professional competence" expresses the unity of theoretical and practical preparedness in the holistic structure of one's personality, and characterizes a person's professionalism. One can mark out professional-informative, professional activity-related and professional-personal components in the structure of a teacher's professional competence. The professional-informative, or basic, component, presumes that the teacher has theoretical knowledge ensuring awareness in the process of the teacher's determining the content of his or her professional activity. The professional activity-oriented or practical component includes professional expertise and knowledge that was tested in action and mastered by the person as being the most efficient. The professional-personal component includes professional personal qualities determining the living philosophy and orientation of the teacher as a person, individual and a subject of activity.

The principal requirements of the competency-based approach are the development of educatees' spiritual sphere, the increase of humanitarian content of teaching, and the fulfillment of the upbringing and educational potential of a school subject in respect to each student's individuality. Like any other school subject, English must become a substantial personality-forming factor. The main objective of English language teaching at school is upbringing, development and education of students by the facilities of this subject.

The unity of all four components of English language teaching – the upbringing, developmental, educational and practical ones – is of paramount importance. The upbringing component of the objective comprises shaping a person's social activity by the means inherent in English. Characteristic features in

this situation are ideological conviction, feelings of patriotism and internationalism, commitment, independence, diligence and respect. The developmental component of the objective presumes the development of language skills, a speech communication culture, general scientific skills, and a sustainable interest in studying English. The educational component of the objective is to introduce the students to the culture of the country of the object language, to expand students' linguistic and philological competence, and their knowledge and area of thought. The practical component of the objective is training in oral and written English speech skills and expertise that ensure the students' principal cognitive and communicative needs.

The principal purpose of English as a school subject is embodied in the communicative objective of teaching communication in English as a totality of all its functions: the cognitive, regulatory, value oriented and etiquette ones. The activity-personality-communicative method is of paramount importance in the training of future English teachers, forming their professional competence.

The theory and practice of intense communicative teaching of foreign languages at higher educational institutions have been developed by A.G. Kitaigorodskaya. E.I. Passov considers conceptual components of the communicative method, and explains them in the following way: (a) unlike other school subjects, a foreign language is both the goal and the means of learning; (b) language is a means of communication, identification, socialization and introduction of an individual to the cultural values of the country of the object language; (c) mastering a foreign language differs from speaking one's native one: in respect to the methods of mastering, information density in communication, inclusion of the language in the substantive-communicative activity, the totality of function being implemented; and the relation to the sensitive period of a child's speech development.

Communicative English language teaching must be activity-oriented. The utilization of the communicative method of teaching in the process of educating future English teachers must be based on the following main principles: (1) speech orientation. English must be taught through communication. Forming communicative competence is of paramount importance in the training of future English teachers. The basis for communicative competence is linguistic competence; (2) functional orientation. The functionality of training is ensured by communicative, functionally adequate behavior of the teacher and the students. This principle presumes students' understanding of the functionality of all the aspects of the object language; (3) situationality. Communicative teaching is carried out on the basis of situations. Situations are viewed as a system of relations. This is an integrative dynamic system of social, status, role-playing, activity-oriented and moral relations between the communication subjects; (4) novelty. This manifests itself in the various components of a lesson. This is the novelty of speech situation and the novelty of material utilization (its informational content). Novelty ensures repudiation of arbitrary memorizing of sayings, dialogs, texts, etc., develops speech production, heuristicity and productivity of students' speech skills, and arouses interest in learning and cognitive activity; (5) personal orientation of communication. Personal orientation permits one to take into account the individual parameters incidental to a person. It truly motivates students. It is

both general communicative motivation based on the need and a situational one; (6) modeling. The substantiveness of the educational aspect is ensured by modeling of the substantive side of communication in the process of various types of activity. The substantive side of communication consists of problems that are selected with regard to age-related and individual interests of students, as well as the types of activity they perform and intersubject links. Modeling is based on exercises.

Thereby, in the process of training a competent English language teacher, it is necessary to carry out a genuinely communicative teaching method, and to proceed from the main principles of this method.

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SHAPING
CREATIVE COMPETENCE
OF A FUTURE TEACHER

I. V. Morkhova

This article considers the issues of modernizing the education system in the Republic of Uzbekistan, and reveals the competence approach to shaping creative competencies and the essence of pedagogical activity as a creative one. The article considers the stages of shaping a teacher's creative competence.

Key words: creative competence, competence-oriented approach, competencies, creative competence actualization, the essence of creative competence, innovativeness, mobility.

In the context of education system modernization in the Republic of Uzbekistan, mobile and highly qualified human capital becomes the principal resource. Development of one's ability to act and to be successful, to shape professional universalism and to strive for it, must become important goals of education in the Republic. The model in demand under the contemporary socio-economic conditions is not that of strictly professional training of higher educational institution graduates oriented only to specific facilities and labor objects, but a model of training an integral type graduate. In the new model, the goals, content and results of graduates training are shaped as a comprehensive and integrated whole with regard for changes in professional activities; they are not aimed strictly at the professional sphere of their application. Such a model not only includes the professional expertise of a graduate determined by a system of expertise, knowledge and skills, but also by the basic personal qualities and systematically shaped universal skills and abilities that are defined in contemporary international practice as key competencies[1].

The competency-building approach is in effect a systematic approach. i.e., the totality of all the characteristics (competencies) of a graduate is viewed as an integrated whole, whereupon this whole has a different quality than the qualities of the simple sum of all the characteristics (a "supersummary effect" takes place)[2]. Whereupon, as mentioned above, competencies were originally conceived as some requirements imposed by the employer and the society on graduates, i.e. the requirements of conformity of a graduate's abilities and potential for the labor market requirements and the graduate's own personality?

What must higher educational institution teaching staff do in order to shape such quality characteristics of en employee as mobility, creativity, the ability to generate new ideas, the ability to show initiative, to forecast, to act efficiently and to solve professional problems in highly imponderable situations? The issue as to what the model of a contemporary higher educational institution faculty member

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must be is a subject of fierce discussions in research and educational milieu. Thanks to the effort of researchers working in different branches of scientific knowledge, it's possible to determine the totality of qualities, abilities, expertise and skills that are necessary for successful implementation of all the function of pedagogical activity; to substantiate the structure of a higher educational institution, the faculty member's professional standards and the level of their formation; to categorize faculty members by various criteria and to develop hierarchic models of their abilities; we have presented a number of job descriptions of higher educational institution faculty members.

Educational activity is essentially creative, and it always required creative workers. Creativity was viewed by researchers as an important component of pedagogical teachers at all times. However, in the context of dynamic changes of the environment, the actualization of creative competence took place. It is viewed now as a strategic component in the structure of a teacher's professional competence. Both the methodological and the theoretical foundations of pedagogical creativity are studied by the contemporary pedagogical science in a comprehensive way and on a wide enough scale. Nevertheless, the matters of a future teacher's creative competence need further study, especially in respect of combining theory and practice, developing the methodology and technique of creating a socio-cultural space where pedagogical creativity of a contemporary teacher develops.

The purpose of this report is to actualize creative competence in the system of requirements that are imposed today on the future teacher, and analysis of practical experience in the realization of faculty members' creative potential at the Nizami Tashkent State Teachers' Training University (Tashkent). The reduction of creative competence resides in a multifaceted combination of future processes and characteristic external manifestations of a creative individual. The approaches to solving the problem of determining the structure of a creative person are formulated in two diametrically opposed trends: the monofactor theory that recognizes the existence of certain creative abilities and the multifactor one that views a creative personality as such that is characterized by a totality of specific qualities whose composition determines the unique individuality of a person and the highest grade of his or her creative achievements.

Creative qualities have a double nature: on the one hand, they are innate; on the other one, they are determined by conditions of development. On the basis of the results of a number of studies, one can elicit generalized versions of the future teacher's creative competence. Among them are: (a) a high level of social and moral consciousness; (b) a problem searching style of thinking; (c) well-developed intellectual and logic abilities; (d) specific qualities of a person (bravery, preparedness for risk; purposefulness, curiosity, independence, resourcefulness, enthusiasm); (e) specific motifs (the need for self-realization, the desire to be recognized), creative interest, absorption in the creative process, striving for achievement of maximum efficiency under specific labor conditions (f) communicative abilities, etc.

In view of the fact that competence characterizes the functional side of the teacher's profession, we should outline the content of a future teacher's future competence displayed in the process of functional task implementation: (a) the

rationalization and modernization of content, forms, methods and facilities of the educational and upbringing process with the goal of developing students' creative potential; (b) comprehensive and variative utilization of all the totality of theoretical knowledge and practical skills in professional activities; (c) the ability to see a new problem in an outwardly familiar situation, finding variative ways of solving it; (d) using evidence-based choice of actions in a specific pedagogical situation (e) carrying out systematic self-analysis of professional activities, research work aimed at creative consolidation of one's own experience and the experience of one's colleagues; (f) practical implementation of the principles of cooperative pedagogy, etc.

Thus, the creative competence of a future teacher is an integrated professional and personal characteristic that includes, first and foremost, such quality characteristics of a worker as innovativeness, mobility and creativity. A creative faculty member possesses personal and social mobility, knowledge mobility, and the propensity for unconventional thinking and innovations. Only creative faculty members are able to carry out innovative teaching, to choose the most efficient technologies, to competently support the creative development of their educatees. Today those abilities are viewed not only as an achievement of individual teachers but as requirements imposed on all future teachers.

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EXAMINATION OF TEACHER COMPETENCES IN TURKEY IN TERMS OF LIFELONG LEARNING COMPETENCES OF EUROPEAN COMMISSION

Z. Arsal

The of aim this study is to find out the Turkish teacher competences related to key lifelong learning competencies defined by European Commission. The results showed that teachers competences in Turkey consist of using technology, mother tongue, social lifelong learning competences whereas they do not include foreign language, learning to learn and high thinking skills.

Key words: Lifelong learning competences, teacher competences, European Commission

Introduction. Lifelong learning is considered as a goal for education and as an essential workplace component (Kırby, Knapper, Lamon and Egnatoff, 2010). Lifelong learning is a main aim of European Union to decide educational values, ideas and politics of European education systems (Dehmel, 2006). According to the European Commission's "Memorandum on Lifelong Learning" lifelong learning is an essential policy for the development of citizenship, social cohesion and employment (European Commission, 2000).

Lifelong learning is multidimensional and a complex concept (Nicholls, 2000). Peck (1996, p.645) defined lifelong learning as "the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetime and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments. Lifelong learning refers to "all learning activities undertaken throughout life, with the aim of improving knowledge, skills, and competence within a personal, civic, social, and/or employment-related perspective" (European Commission, 2001; p.9).

Key Lifelong Learning Competences of European Commission. People living in Europe need a wide range of key lifelong learning competence to adapt themselves to rapidly changing world. The key lifelong learning competences defined by European Commission (2006) are a combination of knowledge, skills and attitudes appropriate to the context. The citizens of European countries need key competences for personal fulfilment and development, active citizenship, social inclusion and employment. There are eight key competences which are all considered equally important. The competences include basic skills of language, literacy, numeracy, information and communication technologies, learning to learn and social and cultural awareness. These key competences are follows: (1) communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure; (2) communication foreign languages include the ability to understand, express and interpret concepts,

thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs; (3) mathematical competence and basic competences in science and technology: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations; (4) digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in information and communication teachnology (ICT); (5) "learning to learn" is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully; (6) social and civic competences include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary; (7) sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

The range and complexity of competences required for teaching in the 21st century is so great that any one individual is unlikely to have them all, nor to have developed them all to the same high degree. These competences required for teaching in the 21st century are references for teachers, researchers interested in education, and policy makers. Teachers teach students who have different cultural background, special needs, so the roles of teachers and schools are rapidly changing (OECD, 2009). Students are unlikely to have all of these competences, but teachers need to help students acquire lifelong learning competences defined European Commission.

It is crucial for teachers to gain lifelong learning competences in order to develop their students' lifelong learning competences. If teachers have key lifelong learning competences while they are in initial teacher education, they can develop their students' lifelong learning skills. Teachers should understand, deploy and assess key competences, and they should be model about the key lifelong learning competences as well as helping learners to acquire them.

The general teacher competences defined by the EU Commission include lifelong learning knowledge and skills, and are references for both the initial teacher education and the continuous professional development of teachers in Europe (European Commission, 2013). Additionally, the teacher education policy from the EU Commission states that initial teacher training should promote teachers' lifelong learning knowledge and skills (European Commission, 2006). The teacher competences of the EU Commission are also references for teachers and teacher education programs in Turkey, which is a candidate member country for the EU. Furthermore, the general teacher competences defined by the Minister of National Education in Turkey should include lifelong learning competences defined by European Commission. The purpose of this study is to find out the teacher competences related to key lifelong learning competencies defined by European Commission.

The Teacher Competences in Turkey. The teacher competences defined by the Minister of National Education in Turkey are organized in six main themes, personal and professional values, knowing students, teaching and learning process, monitoring and evaluating student development, relationship with school, family and society, and curriculum and content knowledge. These six main themes consists of 31 subthemes (MEB, 2012). The following teacher competencies which are direcetly related to the key lifelong learning competences were found.

Table 1

Teacher competences related to key lifelong learning competences of European Commission

Key lifelong learning competences of EU	Teacher competences in Turkey
Communication in mother tongue	Teachers speak Turkish, official language in Turkey, clearly and fluently.
Communication in foreign language	
Mathematical competence and basic competences in science and technology	Teachers are interested in scientific research.
Digital competences	Teachers have technological literacy (they have concept and practical knowledge and skills related to technology). Teachers follow innovations on communication and technology. Teachers use information and communication technologies in order to share information. Teachers follow professional publications.
Learning to learn	
Social and civic competences	Teachers have close relationship with civil servant, leaders of society and pedagogy. Teachers take role in cultural and sportive organizations. Teachers make cooperation with teacher organizations.
Sense of initiative and entrepreneurship	Teachers have high thinking skills.
Cultural awareness and expression	Teachers consider social and cultural values of family and society. Teachers respect cultural values of students. Teachers respect values and beliefs of families. Teachers know social and cultural characteristics of families. Teachers behave to families with different social, economic and cultural background. Teachers behave by considering human rights. Teachers are no discriminative against people, nations. Teachers show democratic behaviors in the classroom. Teachers respect universal and national values. Teachers take role in protecting children rights. Teachers are open new ideas and changes.

Table 1 shows that there are many teacher competences related to key lifelong learning competence such as cultural awareness and expression, digital competences, social and civic competences. Hovewer, there is not enough teacher competences related to sense of initiative and entrepreneurship, mathematical

competence and basic competences in science and technology, and communication in mother tongue. Furthermore, there is no any teacher competences related to communication in foreign language and learning to learn. Learning to learn skills require firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning (European Commission, 2006). Learning to learning is very important lifelong learning competence for teachers' professional development. Hence, teacher competences in Turkey should include competences related to learning to learn. Teachers need communication in foreign language competence in order to share their experiences with collegues in other countries. Some studies in Turkey show that teachers and preservice teacher feel the least inadequate in communication in foreign language (Evin Gencel, 2013; ahin, Akba lı & Yelken, 2010). The initial and inservice teacher education programs should include learning to learn and communication in foreign language lifelong learning competences. Teacher competences in Turkey should include more lifelong learning competences related to sense of initiative and entrepreneurship, mathematical competence and basic competences in science and technology, and communication in mother tongue.

Conclusion. As a result, this study indicated that teacher competences defined by Minister of National Education in Turkey includes some lifelong learning competences but they are not enough for sustainable professional development of teachers. Researchers interested in lifelong learning and teacher education in other countries should examine their teacher competences in terms of key lifelong learning competences of European Commission.

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PECULIARITIES OF NETWORK PROGRAMS DEVELOPMENT AND IMPLEMENTATION IN THE SOCIAL SPHERE

A. L. Malchukova

Lifelong education, i.e. its content structure and organizational composition of educational system, ensures access to lifelong learning. Network programs combining the resources of different organizations and using interdisciplinary approach to content design, flexibility, mobility, and ensuring efficient interaction between labor market and education are the modern trend of lifelong education.

Key words: continuous education, network educational programs, program design and implementation, networking of education, research, business and organizations.

An important aspect of an educational organization's efficiency at present is its being included in the process of realization of the continuous education concept. In this case, continuous education acts as a trend in the modernization of the education system; for the learners, it is a factor of their success in life. One of the trends in the implementation of this concept is the development of network supplementary professional programs. Professional programs are primarily intended for working people. This enhances the inclusion of economically the active population in the processes of skills improvement, and improves the quality of labor as a whole. The network supplementary programs are intended to smooth over the differences between the labor market, business and education, between the state's requirements and training technologies.

New training forms and technologies are tested in the process of a program's implementation, and individual educational routes are mapped. Network programs form a significant resource of education development, and they afford the following opportunities to the developers and users of this educational service: (a) increasing the dynamics of changes in the structure of educational activity in conformity with changes in demand on the educational services market and the labor market; (b) expanding the range or programs implemented by educational organizations at various levels, and increasing their accessibility; (c) improving the flexibility of the education process structure through realization of individual educational routes; (d) creating an opportunity for using contemporary forms and technologies, integrated education methods; (d) improving the quality of educatees' training, improving their competitiveness on the labor market and other opportunities.

It should be noted that the development of supplementary network programs is one of several models of network interaction between organizations, being the most efficient form of network interaction and meeting the needs of the labor market, the educational services market and various categories of learners. There are several options of network educational programs, which are: (a) a network educational program as a part of a large-scale network project of real sector educational organizations and enterprises integrating personnel, resources, educational processes, scientific and other studies; (b) a network educational program as a result of creating a network infrastructures integrating the program

developers; (c) a network educational program as an individual network project, carrying out integration at the program users' level.

Let us turn to the actual experience of developing and implementation of a network educational program that demonstrates the integration both at the level of its developers and at the level of the educational service users. The process of professional standards introduction into practice presumes the process of recruiting companies and institutions' personnel oriented to those documents where special priority is accorded to the level and trend of specialists' education. E.g., in social spheres, a specialist in the area of social work is supposed to have a specialized education (professional retraining) in the "Social Activity" field, and to perform his or her labor functions in interaction with various categories of people, including the homeless. The category of such people is not homogeneous. It comprises people who were released from places of detention, carriers of various diseases, and others. A social activity specialist must render necessary state services to such categories of people, but often it happens that the employee in question cannot interact with them efficiently and perform his or her labor functions. In connection with this, a need arose to train social workers to interact with various categories of homeless people. The network partners in creating the program for social workers were the "Nochlezhka" Charity Fund, and the "Dom Nadezhdy Na Gore" charity center. The network program was ordered by comprehensive centers of social services of the population of Saint Petersburg. These are non-commercial organizations and funds. Therefore, the interests of users (social workers' demand for training) and the developers who were interested in the distribution of accumulated positive experience of work with homeless persons were integrated. For example, the Nochlezhka Charity Fund realizes the program "Specialized Resource Methodological Center for Socially Oriented Noncommercial Organizations in the Area of Protecting Rights and Complex Aid to Socially Excluded Population Groups, Namely Homeless and Unregistered People.

The development and implementation of the network program were carried out in several stages:

(1) determining the concept of the program, its purposes, tasks, and presumed results (as a result of training, the program attendees must gain knowledge of the legal framework of working with homeless people, of psychological particularities of that category or person, the ability to communicate efficiently and to render requested services).

(2) Developing the program content, and determining the conditions for using contemporary training technologies. The program content was built on a modular principle (the theoretical part described the experience of rendering aid to homeless people abroad, and the practical part included such aspects as the development of abilities to consult, rehabilitate and adapt homeless people, to render social and psychological aid to those released from places of detention, mastering technologies of professional burnout prevention, etc.); the training part was devoted to training sessions on working with the homeless).

(3) The following stage of working with the network program was its advertising support and admission of trainees. In this case, the internet facilities and direct e-mail to the addresses of potential trainees were the most efficient methods of distributing information.

(4) This stage of network program distribution combined various forms of studies and training technologies, including interactive ones, as well as trainees' independent studies. Both teachers of theory and professional lawyers, trainers and volunteers worked with trainees. Thus, personnel resources of various organizations were not only used at the development stage, but also at the program implementation stage.

(5) The network program quality monitoring the presupposed measuring of the quality of the rendered educational service (an assessment method was used, namely: the trainees assessed the program by certain criteria and scales from the perspectives of the actual comprehensiveness of the theoretical content of the program).

We should note that the network program quality was rated as "high" by the trainees: More than 60% of trainees considered the theoretical knowledge they obtained as necessary in their professional activities; 67% said that they would be able to apply the obtained expertise and skills in practice, and to carry out their professional tasks more efficiently; about 50% rated the professional skills of teachers and trainers highly and gave other positive comments. As a whole, it can be stated that the network program that pooled the resources of several organization is highly efficient, and that it had a profound and positive effect on the trainees.

At present, network educational programs are a flexible, rapid and efficient method of interaction between the labor market, the employer and the educational organizations, as well as the method of fast response to social, scientific and technical changes. It is within the framework of network supplementary programs that it is possible to use interdisciplinary links, new training technologies and various systems of tests. A network supplementary program is a multilevel, invariant open mobile system, tuned to the changes in the environmental conditions of interaction between various organizations and institutions, to using communicative strategies and contemporary training technologies, and is adaptable to any training process participant.

Therefore, network educational programs are doubtlessly the core trend of the implementation of the concept of continuous education as "education throughout life".

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DEVELOPMENT OF INTERCULTURAL COMPETENCE OF A FUTURE TEACHER CONSIDERING THE SPECIFIC FEATURES OF A FOREIGN LANGUAGE CULTURE

. . Abidzhanova

The article presents the viewpoint that interaction of cultures is the main factor in the process of developing the intercultural competence of future English teachers.

Key words: intercultural competence, dialogue of cultures, directions, the English language.

Social and political reforms in Uzbekistan reflect an objective need for analyzing and finding ways to develop modern approaches to training and education of young people in order to ensure the progress of the country, to strengthen its position in the world and its role in the Central Asian region. However, it should be noted that profound changes took place in the world in the last quarter of the twentieth century, explained by the process of globalization. Intercultural competence is becoming the cornerstone of all changes in education in this process.

Intercultural competence in the field of education reform in the country is an important research topic. This is due to the fact that Uzbekistan, sin.8(bek)-8(i)/</MCID 14 >:

and grammatical system of the English language, students must use the knowledge gained at lessons of the Uzbek language to highlight the similarities and differences in the linguistic phenomena and area of their use. Study of the foreign language culture also leads the student to the need to refer to the cultural and historical facts of his/her country. Thus, when studying a foreign language and being engaging in intercultural communication, a student better understands his/her own native language and culture. As numerous examples show, intercultural communication not only develops a person in terms of his/her vocabulary, but also forms a pattern of behavior. Thus, Uzbek citizens who are permanently involved in the dialogue of cultures with English-speaking representatives borrow friendly manners and a polite smile for further communication in the mother tongue. They are characterized by punctuality, the ability to organize themselves, and a businesslike character, even in everyday life.

Third direction: personal development under the influence of two cultures. It is impossible to imagine a person who participates in the dialogue of cultures and remains at the same level of personal development. While communicating, the communication participant enters an entirely different, higher level, which requires: (a) tolerance for the otherness of his interlocutor; (b) respect for the culture of the communication partner; (c) adoption of differences in lifestyle, clothing, way of thinking; (d) overcoming stereotypes about other people and their culture; (e) manifestation of interest in the other party and their country; (f) openness towards new and unknown things.

These qualities are part of the professional competence of foreign language teachers. By the nature of his/her activities, a teacher has to constantly work with people and be engaged in a dialogue of cultures, not only at the level of international communication, but also at the level of "a teacher - a student" relations, where the partnership approach is used more and more often. Intercultural competence is formed in the process of learning foreign language communication, taking into account cultural and mental differences of native speakers, and is a prerequisite for a successful dialogue of cultures.

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INNOVATIVE TEACHING AND ASSESSMENT
AT THE UNIVERSITY FOR QUALITY LEARNING,
AGAINST EARLY UNIVERSITY LEAVING

O. Bombardelli

This paper deals with the contribution given by innovative University teaching and learning to the development of transversal competences needed by the students in the contemporary society. I discuss updated teaching ways, and new evaluation forms, included formative assessment for a successful learning of all university students, premise to prevent early university leaving as well.

The main aims of university studies are stated in the curricula (s. Dublin Descritors 2004 and National rules), respecting the autonomy of the University; they are linked to innovative teaching forms and consistent evaluation and assessment strategies in order to improve both the quality of the outcomes and the awareness of the students about their learning processes.

Effective ways for developing and assessing transversal skills like learning to learn (metacognition), critical thinking, entrepreneurship, scientific work, communication and social skills are discussed, keeping in mind that different way of teaching and assessing lead to reach different aims.

I underline the importance of deciding key aims and of articulating explicitely both learning goals and evaluation forms for the learning sucess and for the empowerment of studensts.

Key words: University teaching and learning; transversal competences; selfesteem; evaluation.

In the contemporary era new skills are required besides the traditional ones, and students are expected to develope key competences. The purpose of education is not just making a student literate but adds understanding of the world, rationale thinking, awareness of the own decision making process. High goals like independent thinking and wisdom are still crucial tasks of quality education.

At the present time all students should be equipped with the knowledge, skills, and work habits they will need to pursue good results in their studies and challenging careers after graduation, with potentially significant consequences for our economy, democracy, and society. In future students will influence the common development in all fields. Among several influence factors, the teaching and assessing forms at the University play an important role.

The research methods used in this paper are both practioner experience from teaching at the university, and analysis of autoritative studies on the topic.

Teachers ask for transversal skills anyway not all of them pay sufficient attention to clarify what they appreciate and neglect developing esplicitely the needed skills. Teachers may be more intentional about teaching cross-disciplinary skills in subject-area courses.

They should be able to articulate learning goals to the students, and be aware of why teaching something in that specific way. Discussion and exchange among teaching persons help agreement, while the specific skills may be defined, categorized, and determined differently from person to person or place to place, and that is confusing for learners.

Developing students as independent learners with a clear understanding of their own learning process (meta-cognition) implies preventing early leaving of tertiary studies. It implies supporting pupils to develop the competences of acquiring information, selecting and evaluating them (autonomy in looking for information, of choosing sources, awareness of different points of view, precision, etc.), initiative and entrepreneurialism (coping with ambiguity, assessing risks, informed decision-making, curiosity and imagination, ability to organize and plan the own work, self knowledge, and self-planning, improving self confidence and self esteem), scientific literacy, ICT skills. 'Learning to learn' requires firstly the acquisition of the fundamental basic skills such as literacy, numeracy, analysis and summary abilities, written and oral communication that are necessary for further learning. A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and change. The desire to apply prior learning and life experiences and to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.

Social skills are needed e.g. group collaboration, and leadership, including conflict prevention and solution, agility and adaptability. Very important is the development of attitudes and dispositions like intercultural competence, respect for diversity (gender, cultures, religion, age, learning styles etc), cross-national perspektives replacing stereotypes in a multicultural society, a sense of belonging to one's own community, and to the world.

To develop high level education and innovative competences, educational insitutitons are expected to be aware of the importance of stating key goals to be reached, and to be clear with the students about them. Updating the teaching ways, through new planning and organization of teaching, using innovative materials for active learning experiences, introducing new evaluation strategies of students' learning, and improving social contacts are good premises for successful learning of all students.

Teaching, learning, and educational strategies. There is a need to improve teaching methodologies and to encourage high level learning, including responsibility and equilinrium. Information technology and new forms of communication give easy access to sources, and are altering the way students, faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras etc. are revolutionizing the learning habits. The directed instruction model has been used for centuries as an educational strategy in all institutions of learning, where, basically, the teacher controls the instructional process, delivers the lecture content to the entire class and the students listen to the lecture.

In the new paradigm of learning, the role of student is becoming more important. Where in the past repeting learned knowledge was a common task, nowadys accessing, analyzing and selecting information and sources are crucial aims.

Multimedia teaching gives new teaching perspectves; it is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive presentation to convey information to an audience. Multimedia elements can be converted into digital form, modified and customized for a proper use. By incorporating digital media elements into the teaching / learning process, the students are able to learn better since they use

multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain them. Very helpful is the chance to access pluralistic views and interpretation in order to develope a balanced vision of the learned topics. Active learning and search for information, caring for links between formal and non formal learning, facilitate a multi-perspective approach, encourages the development of skills to select appropriate materials, foster debates on the basis of documented and coherent argumentation.

Opportunities for active learning help to reach the basic skills and competences like: problem solving, coping with ambiguity, working with others, assessing risks, informed decision-making. Interactive and experiential learning, open debate, reflective learning, mind mapping are ways of helping students in their learning strategies, using new curriculum materials and resources. For example, project-based learning tends to be cross-disciplinary, and students may have to use a variety of applied skills, new ways of analyzing, processing and evauating information, while also taking initiative, thinking creatively, planning out the process, and working collaboratively in teams with other students.

The use of innovative teaching /learning methods (besides lecturing, seminars), group work, blended learning, ecc., tutoring and peer tutoring, project work, adopting learning opportunities apropriate to the target group support students both to acquiring information, and to think about controversial topics. Learners articulate technical scientific concepts in verbal, written, and graphic forms, use sophisticated technologies, software programs, and multimedia applications; it has the potential also to empower learners.

Useful methods, besides the traditional ones, are: enquiry tasks for students, interactive lectures, exemplary teaching and learning, student-led seminars, small group exercises and discussions, multidisciplinary approach with the collaboration of experts, critical self-reflection, debates, collaborative research, trips and visits, Cooperation with non formal environment experiences outside the classroom (e.g., practicums, mobility, community services) are helpful. Pupils acquire knowledge and skills dealing with case studies, caring for documentation and discussion on current events, giving reasoned motivation for the own opinions. Essential is media literacy (interpreting the media messages, look, choose, use the media in an active way as a producer of media content), included digital competence.

The best educational approach is based on interactive teaching /learning methods. The working climate refers to a system of attitudes, values, norms, beliefs, principles, rules, teaching methods and organizational arrangements which have to be consicent with the aims. Openness in classroom discussions is an opportunity for the students to make up their own minds, to further inquiry the learned topics and to develop skills, values and behaviours.

Cooperative Learning techniques allow the students to assume some responsibilities as a member of a group; school organization should include opportunities for engagement in the school community to participate in governance processes, and to be involved in decision making.

In-class small group activities or in pairs to solve problems creates space for powerful peer-to-peer learning and rich class discussion, instructors helping those who get stuck and guiding those who are headed in the wrong direction. In fact it is difficult having interactive teaching strategies because of the large

numbers of students, anyway efforts are needed to build an acdemic community including students.

Presentations (oral, written, multimedia) of knowledge and opinions with reasoned arguments, alternative forms of work and assessment like preparing an exhibition, a dvd, a school journal on line, filming and exchanging DVD, podcasts etc. are powerful working strategies, require search and selection of information on the topics, allow to practice personal documentation/ enquiry, interviews.

New school educational processes, curriculum content, teaching and learning strategies need materials and resources to support teaching: media inputs (films, TV, videos, radio, Internet, newspaper, books, games). Useful teaching materials are maps, schoolbooks, article of newspapers and journals, internet, fotocamera, slides, emerging technology practices (e.g., MOOC, OER) etc.

Students in different places and countries can perfom bilateral work and discussions using on line communication. Exchange of teaching/ learning methods and of good practices among universities in the different countries, cooperation among courses can take place face to face, with meetings and visits and on line in videoconference and webinars. ICT teaching is not expected to substitute face to face teaching, anyway it can be helpful to connect pupils in distant places.

Formative evaluation. The assessment methods have a major influence on how high educational goals are achieved and the key competences are learned; not always students are aware of what they are expected to perform for the examinations. The weight of assessment extends both to individuals and to education and training systems in general.

While summative assessments *evaluates student learning* outcomes at the end of an instructional unit, and measures the extent to which students have achieved the desired learning outcomes by comparing it against some standard or benchmark, formative evaluation of learning includes any form of classroom interaction that generates information on student learning, which is then used by faculty and students to fine-tune their teaching and learning strategies to ensure students are on track. Formative assessment provides feedback during the instructional process; it encourages students to learn from mistakes and is not linked to grading practice or other forms of judgment. Formative assessment helps to identify areas that may need improvement.

Formative assessment strategies help the learners to identify the intended outcomes. The way in which the outcomes have been agreed upon, described and assessed, may influence what the learners are motivated to achieve. Some strategies of assessment stress passive repetition. Methods of formative evaluation include structured mid-term feedback where the teacher report back to the students about the results of this evaluation.

An instructor can do his/her own formative assessment by having students respond to a mid-term questionnaire, to see if they truly understand the material to clarify misconceptions. Clickers may be used as well, as interactive devices.

Examples of formative assessments include: (a) direct observation by the teachers of the development of activities (teamwork, the way pupils organize work and solve problems), of students' skills and attitudes, and of the final product, with the aid of records and rating scales of observation, not used in a mechanich way; (b) selfevaluation against clear criteria, which is more helpful for the development

of skills and values, than only marking, because it developes the ability to judge and identify one's strengths and weaknesses (Bombardelli 2012); (c) feedback during class in several forms: draw a concept map in class about the understanding of a topic, submit one or two sentences identifying the main point of a lecture turn in a research proposal for early feedback; **one-minute paper to check** student understanding in a lesson by asking them, for example, to write down an explanation of a concept, or draw a main point from a reading, question and answer sessions, both formal–planned and informal, in-class activities where students present their results like oral interviews.

Using quizzes to begin units is also a way to assess what students already know, to clear up misconceptions, and drive home the point of how much they will learn. Tests should include several types of questions – short answer, multiple-choice, true-false, and short essay – to allow students to fully demonstrate what they know.

The major outcomes are measured through a selfevaluation sheet and through group discussion, integrated by individual discussion when needed. Submitting a portfolio during a course can be a powerful way for students to see the progress they've made; more than just a collection of students' work from the semester, good portfolios also include reflections on their learning.

Benefits of formative evaluation for teachers and students are more likely when evaluation steps are administered at mid semester and evaluation techniques provide feedbacks and instruction in order to allow improvements. After the formative evaluation students will work in more appropriate way.

Conclusive Discussion. High level education is very important for the development of the sosciety and for the life of the students. Universities play a key role in that and should promote social mobility. Achieving goals like learning to learn, communication, independent and critical documented thinking, entrepreneurship, scientific work, and social skills implies the implemenation of innovative teaching and assessment strategies according to the aims of education and to the different teaching and learning styles of the learners. Improvements will take place if teachers are convinced of the need for this change, and know how to manage this new approach to learning. Students learn best when the educational process is purposeful, and collaborative. Articulating explicitely what they are expected to perform in their learning process facilitates their sucess, constitutes a form of empowerment for students, and a basis for continuing improvement lasting after the University time, preventing drop out.

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SOCIAL PARTNERSHIP IN THE CONTINUOUS VOCATIONAL EDUCATION SYSTEM. IMAGE OF EDUCATIONAL ORGANIZATION. QUALITY ASSESSMENT OF LIFELONG LEARNING

INTEGRATION OF BUSINESS AND HIGHER SCHOOL: FROM THE EXPERIENCE OF EUROPEAN AND RUSSIAN UNIVERSITIES

O. P. Kurdenkova

The following article deals with the modern tendencies of higher education modernization. Lifelong learning and continuous education are closely connected to the enumerated tendencies. The tendency of business and entrepreneurship and higher education cooperation is under consideration. Examples of interaction between companies and higher education in Europe and Russia are given.

Key words: continuous education, education development trends, integration, human capital.

Under the present conditions of globalization, economic development is closely related to education. The driving force is investments into human resources and human capital. The modernization of educational systems is also one of the key factors of intensive development of the economic sphere. In accordance with the needs of forming a society based on knowledge "… the success of the social-economic development of society is ensured by the steady interrelations of the educational and economic components at improving the national educational systems determining the conditions of accumulation of intellectual potential" [1, p. 15]. With a view to development and consolidation of European society at the supreme level, the heads of member states of the European Union have decided to consider continuous education to be the fundamental element of the educational policy of the European Union.

In the process of modernization of the sphere of higher education, both European and national, the following trends are increasingly manifested alongside the known and widely discussed ones: (a) the "aging" of the student audience. The share of people over 29 striving to resume or continue learning is increasing now; (b) the appearance of educational institutions of a new kind created on the initiative of large companies and corporations which experience a shortage of specialists meeting their requirements; (c) close interaction of the market and educational spheres: the opening of chairs on the initiative of companies and corporations, organization of training grounds on the base of enterprises for students' training practice, provision of grants, and state-of-the-art technical equipment by companies.

The latter trend is a subject of discussions of scientists in different countries. One can note the growing interest of the business sphere in higher education. It should be specially noted that the interaction and organization of cooperation are initiated by large corporations and the companies themselves. There are quite a lot

of examples of such integration on the territory of the European Union, and their number is increasing: for example, Statistical Analysis System, Hewlett-Packard, etc. Many universities of Europe are now actively using the SAS Education Analytical Suite software package, which makes it possible to solve tasks of data preparation and integration, statistical analysis, optimization, forecasting, and quality analysis, as well as econometrics tasks [8]. The universities cooperating with SAS include Westminster University (Great Britain), Grenoble Management School (France), etc. Since 2003, HP IT-company provides active assistance for modernization in the higher education sphere by introducing innovative technologies in the learning process. The major goal of the company is to provide universities and colleges with the necessary equipment for developing relevant training programs. The company cooperates with the University of Pisa (Italy), the Technical University of Ostrava (Czechia), the Imperial College London (Great Britain), the Central School of Lyon (France) and others. 82% of the interviewed students of these universities noted the positive influence of the use of the IT-technologies provided by the company on the learning process [7]. Since November 2007, the Aberystwyth University Business Network has been working at the Aberystwyth University (Great Britain) [6]. The goal of this organization is maximum convergence of the interests of the business sphere and the education sphere. The Creative Industries Research and Innovation Centre (CIRIC) was created on the base of Swansea Metropolitan University. The Center is focused on introducing innovations in the business and entrepreneurship sphere, and performing research activities for solving the tasks relevant for the business community [9].

Having signed the Bologna Declaration in 2003, Russia committed to modernizing the sphere of higher education using the principles of continuous education and taking account the major trends of the development of higher education. In this connection, the experience of introducing innovative IT-technologies into the educational process of universities is expanding, and partnership relations with different companies, including foreign ones, are emerging. However, innovative activities are actively developed only by the leading universities of Russia holding the leading positions in the national educational ratings. For example, Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs successfully cooperates with more than 40 large companies, including foreign ones (several new basic chairs were opened on the initiative of the companies themselves: Kommersant Publishing House chair, the chair of UGMK-Holding Company (Ural Mining and Smelting Company) and the chair of the Federal Antimonopoly Service [2, pp. 20-25]. Lomonosov Moscow State University implements innovative approaches in the educational process. The University actively cooperates with national and foreign companies. At present there are 13 joint laboratories employing 77 people. Such laboratories are created to solve the commercial tasks of the companies themselves, as well as provide grounds for students' training practice and subsequent internship [3] etc.

This initiative of the companies was a response to the shortage of competent specialists on the labour market. Representatives of the business community agree that university graduates do not have the competences necessary for successful work: they need training or extension courses, which is cost-intensive for

companies. Companies' participation in professional training seems to be a possible way out of the current situation. "A company involved in promoting technological solutions cannot help relying on some school of personnel training. A company with high expectations, wishing to promote the most advanced solutions, and the most advanced technological chains, needs the highest class specialists" [5].

In European countries the experience of interaction and mutual assistance of the business sphere and higher education is broader and more diverse than in Russia. Therefore, the European experience should be studied and conditions for applying mutual assistance of the business sphere and higher education should be created. This may enable universities to satisfy the needs of modern society amid tough competition. It is these universities that have the chance of training graduates who will be in high demand in various spheres.

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SOCIAL PARTNERSHIP AS A STRATEGIC RESOURCE OF CONTINUOUS PEDAGOGICAL EDUCATION SYSTEM DEVELOPMENT

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This article discusses the possibilities of social partnership as one of the priority directions of continuous pedagogical education system development. It provides an overview on the education cluster as the integration mechanism of social partnership in the sphere of higher professional pedagogical education.

Key words: social partnership, cluster approach, education cluster, networking form of education.

One of the tasks in the conditions of the modernization of Russian education is to ensure the innovative character of basic education, including renewal of the structure of the network of educational organizations in accordance with the tasks of innovative development, to ensure the competence-based approach, interrelation between academic knowledge and practical abilities, and to create a modern system of continuous education, training and retraining of professional staff [4].

The present conditions of life in the postindustrial (information) society are characterized by a fast-changing social reality. In connection with this, a topical issue is the creation of an educational environment which would promote a higher quality of education of current school students, and the teacher himself meeting the specific demands of employers and labour market requirements. A major task of education is to prepare people for independent actions, to develop their lifelong learning motivation, ability to solve problems and make decisions in situations of different degrees of complexity, to make proper choices and to be responsible for them, and to take an active social stand. Today, education is considered to be an integral part of the spiritual life of society, and the driving force of progressive and sustainable social development. This ambitious purpose of education requires training of professionals in the conditions of the humanistic educational space, and the implementation of the methodological tools of the approaches based on personality, systemic activities and competence [6]. A teacher's professional development is an active qualitative transformation by the teacher of his inner world in the conditions of rethinking and substantial modification of the content and technologies of professional development. The solution to this problem is primarily related with ensuring continuous training of the teaching staff, creating the conditions when the future teacher receives the entire range of opportunities for professional development, within the framework of the integrated multilevel educational space.

Taking into account these positions, we suppose that one of the priority directions of the development of modern pedagogical education is the cluster approach. Speaking about the education cluster, we should emphasize that it acts as an integrative mechanism, ensuring social partnerships, the intensive development of its constituent organizations of management, and education united

by the commonality of needs and the ability to use internal resources effectively [3]. Social partnerships in professional education are defined as a special type of interaction between educational institutions and subjects, and labour market institutions, state and local authorities, nongovernmental organizations aimed at the maximum agreement and account for the interests of all participants of this process [2].

The Federal Law "On Education in the RF" (article 15) stresses that the educational programs using the network form can be implemented jointly by organizations involved in educational activities and scientific organizations, medical organizations, organizations of culture, physical education and sport as well as other organizations having the resources necessary for the teaching, provision of practical training and work experience internship and performing of other kinds of training activities, stipulated by the relevant educational program [6]. T.M. Glushakov notes that the category of social partnership can be considered with regard to the system of professional education as a whole, and a particular educational organization. In the former case, the party involved in social partnership is the aggregate of educational organizations together with education management bodies. We can identify three basic categories of social partners of professional education: employers (industry), workers' associations (trade unions, nongovernmental organizations), and government management authorities, including the employment service. In the opinion of E.V. Chetoshnikova and O.A. Bryleva, "network interaction is designed to help a specialist to be successful through extending the boundaries of understanding of his possibilities at all stages of life self-fulfillment, by identifying the alternative and effective behavior for the particular situation, and by reaching compliance with oneself, which happens in the course of the psychological-pedagogical support of the educational activities of the cluster" [1].

We consider the professional-education cluster as a framework component, and a major condition of the functioning of the model of continuous training of pedagogical staff, and as a determinant having a direct impact on the development of a future teacher. Social partnerships of educational organizations within the framework of the education cluster have a number of advantages: (a) they allow testing of the mechanisms, methods and forms of network interaction between the subjects of the education process (university, school, organizations of supplementary education for children, system of advanced professional training of educators); (b) facilitate selection and structuring of the content of pedagogical education with account of the interests of all subjects of the education cluster; (c) allow a broader spectrum of elective and field-specific courses for schoolchildren and students by means of network interaction of educational organizations; (d) expand the possibilities for learners' participation in different forms of joint creative, scientific, project and research activities of schools and universities; (e) promote organization of extracurricular activities of learners within the framework of FSES implementation through network interaction of schools and universities with organizations of extended education using interactive educational resources, etc.

Developing the models of interaction between organizations of general, secondary and higher professional education, G.A. Melekesov and N.E. Erofeeva highlight the following principles on which this interaction is to rely: (1) the principle of openness, implemented in providing the ability to choose one's own way of

development by educational institutions; (2) the principle of being adaptable, ensuring harmonized links between educational organizations and the social environment; (3) the principle of consistency in forming the ability of an educational organization to build its own educational trajectory both outside and inside the institution; (4) the principle of accessibility, focused on the near-term prospects of development of an educational organization, and wide access to education for learners and parents; (5) the principle of cultural conformity, facilitating the maximum use by the educational organization of the culture of the environment, society, and region where it is located; (6) the principle of cooperation, revealing itself in the creation of favourable conditions for self-actualization and development of the personality of gifted children and teenagers, the organization of joint life activities of adults and children, and dialogues of interaction [5].

In our opinion, the promising models of ensuring professional growth of the teaching staff in the system of social partnership of "university – school – extended education – institutions of advanced training of educators" include: (a) the system of teaching practicum; (b) the system of permanent workshops on topical issues of education system development; (c) the system of problem-related workshops based on studying educational needs and difficulties; scientific-practical conferences; (d) network methodological associations in different areas and kinds of children's education activities; (e) issue-related methodological weeks and methodological days; (f) schools of pedagogical excellence; (g) round tables, master classes, pedagogical conferences; (h) methodological consulting (individual, group, frontal).

Thus, social partnerships are to become a real social mechanism of management of the development of the pedagogical education system through the organization of joint activities characterized by trust, common goals and values, voluntary and long-term relations, as well as recognition of mutual responsibility of the parties, for the result of the development of all educational subjects.

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INTERACTION WITH SOCIAL PARTNERS IN A COLLEGE OF THE CAPITAL CITY

V. V. Surkov

The modern stage of professional education is directly dependent on the dynamics of production, which requires orientation to the constant changes between supply and demand, calling for new approaches to the organization of interaction between educational institutions and social partners. A qualitatively new type of staff is required today: competitive, proactive, competent, resourceful, skilled, communicative, ready for full-scale work from the first working day, adaptable to changes, and quickly mastering new techniques and technologies of modern high-tech production.

Key words: interaction, social partners, competitiveness, competence, content of education, labour market.

A specific feature of the present stage of professional education in Moscow is that it cannot be limited to its former function of economic infrastructure reproducing the necessary work force volume. The dynamics of production inherent to market relations requires organic involvement of professional education in the structure of the economy, and its orientation to constant changes between supply and demand, which calls for new approaches to organizing the interaction between educational institutions (hereinafter EI) and social partners. One of the areas of interaction of EI with social partners is their engagement in active influence on the content of educational process: (a) organizing target-oriented practical training (work experience internship); (b) professional skill competitions with the involvement of the leading specialists and experts; (c) development of content and review of teaching materials and programs (subjects, practices, etc.) and graduation (term) papers; (d) teachers internship, joint participation in festivals, competitions, exhibitions; (e) monitoring the quality of education services; (f) marketing researches; (g) studies of EI competitiveness.

The dialogue with social partners was traditionally limited to organizing the learners' work experience internship and, more seldom, teachers internship as well as participation of specialists in guidance of graduation paper preparation. Today, new forms of cooperation have been added to the mentioned ones: (a) certification of graduates and teachers; (b) provision of informational and consulting services; (c) joint commercial activities and project implementation; (d) performance of work under contractor agreements, performance of scientific-research and technological works; (e) joint participation in competitions, fairs, and exhibitions.

The cooperation of an educational institution with subjects of economic and social life creates conditions for: (1) formation of a nomenclature of qualifications and educational programs adequate to global trends, and the needs of the labour market and the individual; (2) improving the quality of professional education; (3) development and implementation of new educational technologies and principles of organizing teaching and learning activities ensuring effective implementation of the new model and content of continuous professional education; (4) higher competitiveness of professional education. Of special significance in this

cooperation is the external appraisal of the quality of education which can be made by external experts (social partners) based on the following criteria: conformity of the content of education to the FSES requirements and professional standards; the level of the graduates' professional qualification and their being in demand on the labour market, etc. The possibilities of the educational institution itself to form professional competence are limited; however, the system of social partnership may act here as a major factor of increasing the quality of education.

Social partnership should be considered not as a state, but as a process, as a dynamic balance of the developing interests of all its subjects. The basic lines of development, goals and tasks of social partnership depend on the level of coordination of its subjects' actions and possibilities, on the particular social-economic situation of their interaction. Social partnership can be effective only with a systemic approach to its organization, forming the relations of trust and constructive cooperation in society by appropriate means. Such relations cannot emerge without the availability of full-fledged subjects of social partnership, and well-adjusted mechanisms of their interaction and high culture of cooperation.

The learners' practical training and work experience internship takes place at the leading enterprises within the framework of social partnership. The changed requirements for EI graduates due to the sophistication of production equipment and technological processes highlight the following line of development of the technical school: formation of a consistent interrelation between education and production designed to bring specialists' training considerably more in line with the requirements of economic sectors and particular employers. The interaction of the system of professional education and production based on coordination of the interests of all participants of the process requires a new approach to forming the content of professional education.

On the grounds of the supposed changes, we should note the need to take account of the possibility of designing the future specialists' professional career in accordance with the requirements of the social partners (employers, experts, parents, learners, etc.) while forming the content of education. The constant change of the social-economic production conditions makes it inevitable to understand the need for continuous education. Partnership with production structures and social institutions of various forms may be the key factor both in continuous renewal of the content of education, and in increasing the quality of professional education.

The model of forming the content of education will contain regard for the requirements of the individual, labour market and economic sectors, educational and professional standards, and qualification levels. Qualitatively new secondary vocational education is an educational system "ensuring priority development", meeting the requirements of international and new Russian quality standards, meeting the demands of all consumers of educational services: individual, society, state, and production.

The new quality of training of qualified workers and specialists with primary and secondary vocational education demands other criteria of its appraisal – modern and especially predictable requirements on the levels of workers' qualification and the system competences of specialists of innovative mechanical engineering determining "the standard of the future profession and specialty",

forming the personal qualities of technical school graduates, enabling them to adapt at production facilities, and to plan their further career.

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QUALITY AND ASSESSMENT
OF SECONDARY VOCATIONAL EDUCATION

M. S. Sumbatyan

The increasing need for technicians provides for expedited development of the secondary vocational education system. There is an increasing demand for professional education organizations to provide training. It is determined in EU documents that "the quality of education must comply with the values, goals and objectives of the three groups of users: students, buyers of educational services on the labour market and society in general."

Key words: professional education, accessibility, quality, effectiveness, education quality assessment, social partners.

The increasing need for technicians provides for expedited development of the system of secondary vocational education, but it primarily requires a radical change in the quality of education rather than just increasing the scale of specialist training.

The quality of vocational education for technicians is determined by the ability to satisfy the quite specific needs of the society and the economy in this group. A factor of the quality of education is the adequacy of the education outcome to the existing needs. Accordingly, ensuring the quality of vocational education is supposed to mean any policy, system or process aimed at maintaining and increasing the quality of the educational product created in a college. The optimal quality level is to be determined by clients, product consumers and parties interested in successful manufacture of the products. This approach to quality is gaining ground in vocational education in the European Union. The EU documents state that the quality of education "must comply with the values, goals and objectives of the three groups of users: students, buyers of educational services on the labour market and society in general" [1]. A similar definition of the notion of "the quality of education" is given in the Code of Education of the Russian Federation: "The quality of education is the ability of the educational process to satisfy the needs of organizations, institutions, society and the state for qualified human resources and to satisfy the needs of learners for the level of knowledge, abilities and skills which will enable them to be in demand in the professional environment, to successfully adapt in social life, and to be useful to the society and the state" [2]. The quality of education is primarily the aggregate qualities of the components of the entire educational system. In this respect, the quality assurance system may be considered to be the aggregate of the tools and technologies used to create conditions ensuring achievement of the specialist training level meeting the criteria or standards set by the society.

The system of education in every particular country is related to its social-cultural medium and manufacturing and technological base by multiple complicated functional relations and dependences. At present, when advanced states have practically resolved the task of universal secondary education, and higher education has reached a wide scale, these relations and dependences have rightly become a public and state priority. Effectiveness and quality are known to be the key parameters evidencing the social-economic significance of the sphere

of education. But while effectiveness is usually considered to be an economic or economic-management category, the notion of quality including cognitive and cultural aspects of education alongside with economic ones is, therefore, perceived as a comprehensive integral characteristic of educational activities. While education effectiveness is determined, among other things, qualitatively, i.e. depending on the selected approach (internal or external effectiveness, cost-related or statistical-parametric one) or the research object (educational institution or its division, system of education as a whole or its particular stage), no generally accepted definition has been found to define its quality. Such a situation is accounted for, firstly, by the ambiguity of the very notion of quality, its different aspects and interdependences, being generally impossible to present in an adequately formalized way. Secondly, the principal public groups directly participating in the educational process or assessing and using its results (students, teachers, education executives, employers) have different ideas about the quality of education and, hence, set different requirements for it.

The problem of education quality assessment has always existed, but it is only in recent years that we have witnessed an outlined systemic comprehensive approach to its solution. Russian and foreign scientists and practical workers study the problems of education quality: they develop the very notion of "quality of education" as well as the assessment criteria, identify the factors ensuring high quality, study the issues of education quality management and monitoring, etc. Assurance of consistent quality of education through the introduction of mutually recognized quality assessment systems is one of the conditions of rapprochement of European countries in forming a single European educational space. National systems of quality assessment currently available in different countries differ greatly both in terms of goals and objectives, criteria and procedures, as well as many other parameters, including the degree of involvement of governmental (state) and nongovernmental and professional bodies and institutions in this process. Although it has been officially declared everywhere that the objective of quality assessment is maintaining it at the level of the assigned standards or its improvement, in practice there are great differences in the very understanding of the task which ranges from the need to tighten control through extension and improvement of reporting, to narrowing the quality assessment down to self-assessment of the educational institution mostly. Nevertheless, it is acknowledged in every case that education quality assessment is to be based on two components: internal (self-assessment) and external components, and the particular mechanisms of determining these components may differ.

Colleges increasingly become dependent on the quality of student training taking into account such factors as: (a) growing competition between EIs; (b) the influence of the labour market and employers' requirements; (c) interest of the students themselves in high quality education (especially if it is paid education) and receiving good knowledge, abilities and skills for employment; (d) student exchange at the international level; (e) finally, regular external quality assessment by the Ministry of Education of the RF. The law "On Education in the Russian Federation" provides for a list of notions used to regulate the sphere of education and to define these notions. Special attention should be paid to the notion of "quality of education" contained in the law, which is defined as "an integrated

characteristic of education expressing the degree of its conformity to the federal state educational standards (educational standards) and the federal state requirements and/or needs of the customer of educational services, including the degree of achievement of the planned results of the educational program." Today the quality of education presupposes conformity both to educational standards and to the needs of the customer of educational services. Furthermore, the definition of the quality of education as conformity to the standard presupposes two variants of the decision (conforms / fails to conform) as the result of the process of determining this conformity. At the same time it is evident that education quality assessment presupposes the need for the availability of different results of such an assessment, which cannot be reduced just to "yes" or "no" categories.

Therefore, the critical task is to develop and apply mechanisms ensuring conformity of the quality of education to the customer's needs. We suppose that under the term "customer" we should understand not just the party to the agreement for paid educational services, but local self-government bodies and

THE SYSTEM OF LIFELONG EDUCATION
IN METROPOLITAN COLLEGE

R. V. Makarov

The Metropolitan educational system today is a resource of cultural, social and economic development, while also being part of the new information and technology space. The transition to lifelong education is necessary due to the changes taking place at all levels of society, from educational institutions to the corridors of power, and requires creation of a system of lifelong education.

Key words: lifelong education, development strategy, educational environment, distance learning technologies, atlas of new professions.

The formation of the new city's economy with participation of educated, creative young people (the creative class), not only after graduation but also in the course of training, is mentioned as one of the prospects and development targets of Moscow. Students' potential is planned to be used for solving the social problems of the city, problems related to overcoming social dissatisfaction, and for reproduction of cultural behaviors of the citizens of Moscow (metropolitan urban culture), and translation of cultural values [1].

Both the "Strategy of Development of Education in Moscow to 2030" and "The Outlook for Long-Term Social and Economic Development of the Russian Federation for the Period to 2030" [2] define the directions and the anticipated results of the social and economic development of the country and its constituent entities in terms of development of professional training, development of general education, and additional education of children, and access to education and improvement of the quality of education in the forecast period, etc. Lifelong education will enable modern man to realize his institutional ability to shape the individual educational trajectory and receive the highest level of training and education required for further professional, career and personal growth [3].

Today's educational environment of the capital is a part of the new information and technological space, in which everyone can have an opportunity for continuous and professional growth, and upgrade his/her professional skills. This experience has been gained in the pilot sites and in the innovation networks in the system of Moscow education. Today, there are new models of educational activities of teachers, directors, and pedagogical staff in the educational societies of children and adults, and in the College of Information Technology Automation No. 20 of Moscow (hereinafter - the "College"). Lifelong education is variable (pre-professional, professional and post-graduate training), and the basis of its content is professional educational programs that have continuity and provide for a system of knowledge, skills, and attitudinal and behavioral qualities of a person, which are caused by the requirements of the economy, personal development and the interests of society.

Lifelong education is an integral process that ensures development of a person's creative potential, where the focus is on the man himself/herself, his/her personality, and desires and capabilities, and its criteria are: education throughout a person's life; continuity between different stages and levels of education;

openness; diversity of content; tools and techniques; time and place of learning; the flexibility of the educational system; an opportunity for free choice of disciplines, equitable assessment and recognition of education (not by way of its receipt, but based on the final results); correspondence of the pace of development of the scientific and technological progress for modernization of the county's economy; the mechanism to stimulate motivation of a person to learn, etc.

Development of the system of lifelong education at the College required further introduction of new management technologies, creation of conditions for distant learning, formation of the base of electronic educational resources and electronic textbooks. The Center of Professional Qualifications "Trajectory" founded at the College makes it possible to implement areas of training by various types of professional qualifications without any age limitations.

With the help of distant learning technologies, the College has conditions for professional training of students with limitations due to health, and it is planned to implement distant techniques for all specializations existing in the College. Generally accessible services of self- and online training through the College website are being developed. The planes of the College's strategic development include creation of a system of educational counseling and support of lifelong professional education. Within this context, counseling centers on getting additional professional education, professional guidance and the choice of an appropriate educational trajectory are being created. It is decided how to implement the new technologies of interaction with schools to provide for professional support of pupils. Schools – partners have centers where teachers and senior students of the College conduct master classes and training sessions, where meetings with employers are organized, and where professional suitability is tested. Programs of individual career growth will be developed for pupils. The College is a center of preparation of students of other city colleges for participation in the WorldSkillsInternational (WSI) championship of professions.

The "Atlas of New Professions" is of great interest (professions in demand in the 19 sectors of the economy). It is an almanac of promising sectors and professions for the next 15-20 years, created on the basis of the large-scale study "Foresight of Competence 2030", in the creation of which more than 2,500 Russian and international experts, the SKOLKOVO Moscow School of Management, and the Agency for Strategic Initiatives took part. According to the authors, the Atlas is a field of opportunities where you can build your own trajectory to move towards a future full of interesting activities. Based on these principles, the Atlas shows us a future that will be jointly created by the leading companies working in different sectors of the economy in accordance with their development plans (see the Table below).

Extract from the Atlas of New Professions			
Will be in demand until 2020	Will be in demand after 2020	Will be obsolete before 2010	Will be obsolete after 2020
Genetic consultant	Cyber prosthesis specialist	Lecturer	Legal adviser
Designer of Smart Home infrastructure	Developer of educational trajectories	Call center operator	Highway patrolman
Intellectual property appraiser	Security specialist in the nanotech industry	Tourist agent	System administrator
Ecology missionary	Designer of wearable energy devices	Copy-writer	Realtor
Corporate anthropologist	Future child image expert	Test technicians	Freight train machinist

The forecast presented in the Atlas allows us to understand what the direction of development of a modern metropolitan college should be. You cannot develop in a closed environment. This is a necessary condition for development – you should not only study the needs and issues of the day, but also study the forecasts for the future in all sectors of life of society and the state.

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ON MODELING THE PROCESS
OF STAGE-BY-STAGE CREATION
OF A COMMON INFORMATION
AND EDUCATIONAL ENVIRONMENT

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Y. I. Tailakov

The article deals with the stage-by-stage creation of the common information and educational environment of educational institutions; it gives a brief assessment of the achieved results, shows the advantages of this process, and current developments in the field of informational support of educational and management processes.

Key words: information resource, education quality, organizational chart, educational environment, common information and educational environment.

The common information and educational environment (hereinafter – the "CIEE") for educational institutions is a system information and technology module which includes materials and technology, information and human resources, and provides for automation of administrative and pedagogical processes, coherent processing, the transfer and storage of information, the presence of a regulatory and institutional framework, and technical and methodological support [1; 2].

CIEE is a collection of databases, technologies of their management and use, information and telecommunication systems and networks operating based on common principles and general rules that provide for information interaction of educational institutions and students, as well as satisfaction of their information needs. CIEE consists of the following main components: (a) educational and information resources recorded on the appropriate storage media (b) institutional arrangements for the operation and development of a common information space, in particular, collection, processing, storage, distribution, retrieval and transfer of information; (c) means of information exchange between students and educational institutions to ensure their access to information resources on the basis of relevant information technology, including software and hardware tools, organizational and regulatory documents.

A distinctive feature of CIEE formation at the country level is not only the creation of the technical and technological structure of the information support to ensure interaction between the information producers and users, and distribution of information accumulated in data bases, but also consideration of social, economic and political aspects of its formation and integration into the global information space. The formalized knowledge stored in data banks can become a factor of progressive social and economic quality changes only when it finds an interested user, and when it is available to such a user.

Introduction of information support can be considered one of the most important means of reforming the entire educational system that fundamentally changes the technology of training and education. The main objective of integration of educational institutions into CIEE is to create a unified educational information environment in the Republic of Uzbekistan, which allows, on the basis of use of the innovative information technology, to improve the quality of the lifelong education

system, to ensure equal opportunities for students in receipt of education at all levels and stages, as well as to integrate the information space of the Republic of Uzbekistan into the world educational space.

To achieve these goals, and to ensure the effective use of the common educational environment, it is necessary to provide for comprehensive solutions of the following most important tasks: (a) providing means of computer technology and electronic teaching materials to state educational institutions, as well as means of access to global information networks; (b) creation, distribution and introduction in the educational process of e-learning materials, their integration with traditional textbooks, as well as development of means of support and maintenance. Ensuring the standardization and certification of information technology educational means; (c) training of teaching, administrative and technical personnel of state education institutions that are able to use new information technologies in the educational process; (d) establishment of the information infrastructure of the educational system of the Republic of Uzbekistan, combining the information systems and resources at all levels of education and advanced training, as well as research, educational, and technological centers in the field of education; (e) scientific support of the information support process, development of the methodology of modern education based on the information technology.

Thus, the creation and development of CIEE in the Republic is meant to: firstly, ensure the unity of the educational environment throughout the country; secondly, improve the quality of education in all regions of the country; thirdly, preserve, develop and efficiently use the scientific and pedagogical potential of the country; fourthly, create conditions for a gradual transition to a new level of education based on information technology.

By means of creation and gradual development of high-tech information and educational environment of institutions, we can drastically upgrade our technological basis, switch to information and educational technologies in the broadest sense of the word, and create an open information environment for all participants of the educational process – students, their parents, teachers and administrators of educational institutions.

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ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF PEDAGOGICAL COLLEGE INNOVATIVE MANAGEMENT

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D. . Esonbaeva

The article deals with the issues of today's state of development of pedagogical college innovative management in theory and practice. The theoretical summary of the main approaches to its solution is presented through comparative characteristics of innovation potential.

Key words: Spirituality, main principles, management, democratization.

A continuous search of ways for modernization is typical of modern education in the Republic of Uzbekistan, which involves increasing the responsibility of the educational institutions for the quality of training of specialists working in the field of training, education and development of the younger generation. Among them: active introduction of various innovative ideas in training of future teachers at higher educational institutions, including colleges. In these circumstances, the College aims to serve as a core educational and pedagogical complex realizing the common task of creating conditions for development and professional self-determination of an individual.

New things, or innovations, are typical for any professional activity of a human being, and therefore, become a subject of study, analysis and implementation. Innovations are the result of scientific research, and the advanced pedagogical experience of individual teachers and the entire teams. This process cannot be natural, and needs to be managed. As for the pedagogical process, innovation means the introduction of new things in objectives, content, methods and forms of training and education of students, and organization of joint activities of the subjects of education, and also involves the development of an educational institution. The needs of society and human beings' intellectual activity are the sources of innovations.

Management of the innovative development of a pedagogical college is one of the activities of the subjects of its management, ensuring continuous improvement of its educational potential by creating a set of organizational and pedagogical conditions. Hence, we may make the conclusion that the strategy of the innovation processes in a pedagogical college must include practically oriented lifelong education. Within the context of modernization of education, it is possible to mention the following basic functions of management of personnel of a teacher training college (a) a search for educational systems, programs, and technologies relevant to the goals set before the college; (b) creation of organizational and substantive, organizational and methodological, organizational and legal conditions of the educational process of a college; (c) selection of teaching staff, organization of their activities and professional development; (d) provision of psycho-pedagogical support of the educational process; (e) interaction with other teaching staff of teacher training colleges and specialized higher education institutions of the

city, republic (networking); (f) organization of monitoring of the educational process and its correction; (g) analysis of the efficiency and effectiveness of the educational process at the end of the school year.

Managing the development of a pedagogical college involves constant improvement of the efficiency of functioning of different areas of its activities and creation of organizational and pedagogical conditions as a set of processes and relationship that enable the administrators and teachers to manage the process of development of a pedagogical college. The college has developed and implemented into the management process the science-based model of assessment of the efficiency of management of development of the pedagogical staff, based on two sets of management efficiency indicators: indicators characterizing the activity of the institution, and indicators characterizing the management system of the pedagogical college. These indicators include: economic efficiency; social efficiency; quality of education; innovative orientation; personnel policy; and system control. The scientific and practical toolkit for implementation of organizational and pedagogical conditions of college development management includes the following characteristics: (a) development of self-discipline, self-management and self-organization, which make it possible to efficiently use the available potential; (b) members of the teaching staff and students have a clear understanding of the goals of common work; (c) activities to improve the methods of teamwork; (d) an effective system of motivation for students and teachers of the college. The implementation of these and other methods of work makes it possible to create conditions for development of students' and teachers' individual personalities.

Finally, we would like to note that development of the ability to acquire knowledge and generate new knowledge throughout one's life, and not just gain a stable set of knowledge and skills that will accompany a person until the end of his/her life has nowadays become the most important task of pedagogical colleges.

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SYSTEMIC PARTNERSHIP RELATIONS
IN LIFELONG EDUCATION

T. Yu. Lomakina

This article discusses some theoretical and methodological problems of the modern model of partnership and practice of their implementation at different levels of government.

Key words: model, partnerships, social partnership, continuous education, training of professionals, labor market, levels of governance, factors.

Modeling a new system of partnership is meant to help educational establishments take into account the requirements of employers' and educational service consumers, and immediately react to changes in the labor market situation. The subjects of the partnership model are vocational education establishments, employers, trade unions and other workers' associations, employment services, individual customers, and legislative and executive authorities of different levels. The most important thing is that they interact to mutual benefit, and enjoy equal rights. As such, interaction requires high-quality professional training that influences solving social problems, settling conflicts with employers, and lowering social tension in the society.

The following factors have an impact on the organization and development of partnership: inconsistence of the market mechanism of professional training and re-training; lack of analysis and forecast of demand for the labor force, including different professions; information deficit on the educational services market; absence of preferential taxation policy concerning both educational establishments and employers; deficiencies of laws regulating the sphere of educational services, etc. The international experience, where partnership is a natural form of existence of the vocational training system, and the analysis of partnership relations established in Russia in the sphere of education, allows for singling out several main areas of partnership model formation.

The area related to political decisions calls for determining national priorities and objectives of vocational training; determining the government's role in regulating the employers' investments into the vocational training system and further personnel training, as well as social support of students, employees and the unemployed.

Within the second area, the managerial issues of partnership are to be solved, including defining the current and future demand for qualified specialist training in certain regions and at separate educational institutions, establishing management of funds; participation in the management of the educational establishment through representation in its managerial board; and provision of joint paid services in the sphere of professional training and retraining.

The next area refers to joint planning of the content of professional training, including: development of professional qualification requirements, preparation and expertise of state educational standards in vocational training, participation in the development and approbation of basic vocational training curriculum; development of testing programs for students and graduates; participation in intermediate and final attestation of students and graduates and awarding qualification levels to

them; provision of qualified employees as engineering teachers and professional masters for vocational training establishments, etc.

One of the areas of partnership refers to a certain autonomy of educational establishments, and is aimed at defining the requirements for certain professional qualifications, and development of a corporate syllabus; employment of advanced equipment of employers for training students during their professional practice and for improving the teachers' knowledge and skills; joint participation in the organization and maintenance of the teaching process, etc.

The new model of social partnership must be considered on a wide scale, which is caused by the formation and development of the global education area, and is influenced by the intensified processes of globalization. New processes of cooperation between educational establishment of different levels, as well as between scientific institutions in the sphere of education and their partners abroad in order to increase the quality of national education have started and are developing internationally. Such cooperation is conducted in different forms: student exchanges; theoretical and practical conferences, joint monographs and collection of scientific works, etc.

Great work in this sphere is being done by the National UNESCO/UNEVOC Centre in the Russian Federation, which is an integral part of the RAE Institute of Theory and History of Pedagogy, being since 2012 the coordinator in the area of vocational training in the CIS countries. The activity of the National UNEVOC Centre is aimed at solving the following problems: (a) consolidation of comprehensive educational resources for modernization of vocational training and formation of the lifelong education system; (b) establishment of international contacts with foreign countries for exchange of opinions and experience in the formation of national qualification frameworks and the lifelong education system; (c) informing the scientific and educational community about innovative processes aimed at restructuring regional educational establishment networks; (d) providing scientific and methodological advice on creating innovative curricula and development programs of schools and regional educational systems complying to modern requirements of vocational training; (e) assistance in selection of social partners, etc. The National UNESCO/UNEVOC Centre in the RF has regional Branches whose activity is directed at three application areas (educational, scientific and research) and is aimed at the development of lifelong education. Conferences, round tables, methodological seminars, training, research projects, etc., are organized within these areas, dedicated to the problems of theory and practice of lifelong education.

On the *national level,* the social partnership is institutionally organized within the ministries of education, economy, labor and finance, which elaborate the general framework for the development of vocational training system in the aspect of its financial and legal support. On the same level, various consultative councils and committees, mostly at the social partners' initiative, which ensure the contact of the vocational training system with the labor market, are organized, as well as public funds and other entities within which the employers (employers' associations) and employees (trade unions) discuss issues of mutual interest. Their decisions and recommendations are subsequently included into collective agreements. On the *regional level,* regional councils and committees are

organized, which analyze and forecast the labor market, develop curricula, and prepare teaching material and qualification requirements for examinations with the involvement of interested subjects of social partnership. On the local level, the partnership is realized within certain autonomy of educational establishments. In this case, the educational establishments or their groups cooperate directly with the companies or their groups in the sphere of development of the training content in each vocational qualification. Business and education representatives develop joint corporate syllabi for employee training. The companies provide advanced equipment for students' professional practice, and participate in organization and maintenance of the training process, while the teaching staff members have the opportunity to gain practical experience at working with new technologies at the companies' production facilities.

It should be noted that the business community of Russia has not yet become a full-fledged partner of the government in the development of society's human resources. The contribution of private capital to financing the educational sphere of Russia is only 2%. During the 2.5 years since the adoption of the law on endowment funds, only about a dozen such special purpose funds have been created.

The contemporary model of social partnership embraces the following spheres of activity of educational establishments: (a) professional training; (b) financing and economy; (c) social welfare and social support; (d) provision of material basis and raw material resources for training; (e) scientific support and human resources provision.

The given model opens the following additional opportunities directly for educational establishments: access to information about the labor market in the region is facilitated (which professionals and in which amount are needed by the labor market); the employers' requirements towards the scope of training in the educational establishment is taken into account (professional profiles, qualification requirements); new joint commercial projects are initiated for replenishment of off-budget assets of educational establishments (establishment of further training courses for company employees, creation of joint workshops, shops, companies, service centers, etc.) and the like.

The creation of the mechanism of efficient social partnership is the movement of education and production towards one another. This partnership model efficiency criterion is the realization of the main objective of the educational establishments – the demand for their graduates in the labor market and provision of jobs to them. The demand for the services of educational establishments, the growth in numbers of their students, recruited not only among school graduates but other categories as well, mostly the adult unemployed population trying to obtain a new profession, are closely connected to the above.

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LIFELONG EDUCATION
AS A FACTOR OF DEVELOPMENT
OF SOCIAL PARTNERSHIP

L. K. Kuzmina

The article examines the dynamics and factors of development of social partnership. It shows the role of lifelong education in the provision of social and labour relations and the choice of the most efficient relationships and selection of the most efficient forms and methods of improvement.

Key words: lifelong education, social partnership, partnership entities, education as a factor of development, forms of social partnership.

Significant changes in the social and labor spheres are accompanied by changes in the relationships between employees, employers, public entities, etc. Social and labor relations include social partnership relations, which are becoming more common, both within the organization and beyond at various levels – regional, federal, etc. Partnership relations are implemented in a wide range of issues. They are implemented in various forms and have different functions.

Social partnership as a system of relations between the representatives of employees, employers, and public authorities is intended to harmonize the interests of partners on regulation of labor relations, protecting interests at work, etc. It should be noted, however, that the concept of "social and labor relations" is much broader than the "employment relationship" term, because it reflects both legal and socio-economic aspects, as well as socio-psychological aspects of the labor process. Elements of the system of social partnership are: entities of social and labor relations, levels of social and labor relations, subjects of social and labor relations. The entities are representatives of employees, employers and public authorities.

The social partnership system, designed to protect the interests of the parties and social stability, was created by joint actions of local authorities, employers, and trade unions. In order to ensure social and legal protection of the population, and solve the problems of productive employment, wages, income generation, technologization of work processes, labor humanization, and improvement of working conditions, it is necessary to adhere to certain principles of interaction. Basic principles of cooperation consist of: (a) respect and consideration for the interests of the parties (the parties' interests are to be negotiated); (b) the parties' interest in participating in a contractual relationship (legislation establishes that most issues are resolved at the discretion of the parties – they need to come to an agreement); (c) state assistance in strengthening and developing social partnership on a democratic basis (social agencies for assistance in resolving social and labor relations are created); (d) plenipotentiary of the parties' representatives (employee representatives are elected at a meeting (conference), the meeting minutes confirm their powers, representatives of the employer are appointed – order confirms their powers); (e) voluntary acceptance of obligations by the parties; (f) mandatory implementation of contracts, agreements, etc.

The effectiveness of social partnership requires a system of detailed legal documents, according to which employees, employers and the government are

seen as partners in addressing social, economic problems. Trade unions take on functions to protect the interests of employees, as well as of the economy as a whole. Social partnership is carried out in the following forms: collective negotiations at the conclusion of collective agreements; mutual consultations (negotiations) in cases established by legislators; participation of employees and their representatives in the management of organizations; participation of representatives of employees and employers in the pre-trial resolution of labor disputes.

By the nature of the influence on economic performance and quality of life, partnership relations can be both constructive and destructive. Relations of cooperation, mutual aid, and contributing to the achievement of positive results are viewed as constructive. Divergence of interests, growth of contradictions, and disputes result in a destructive relationship, and later, in conflicts. Those who correctly understand the importance of their role and also have the greatest completeness of information not only on the subject of interaction, but also on business and personal qualities of the partners, reach the greatest success in interaction. By comparing the statements of a partner with their actions, it is possible not only to get an adequate idea of their behavior and seek an individual approach in order to create a climate of trust, but also to influence and switch the interaction to a positive direction at certain points.

Forming a successful partnership and design of business activities requires some training. Thus, lifelong education allows you not only to increase one's level of knowledge and skills, but also significantly raise one's socio-economic status, enhance one's value and motivational attitudes, and professional competences. This is the most effective factor of actualization and use of capabilities of an individual and their valuable development. Learning on the job is the most appropriate and effective form of not only obtaining new competencies, but also exchanging experience in developing skills, in particular, overcoming limitations in making independent decisions, and choosing values promoting cooperation. Additional education allows you to master the rules, forms, methods and strategies for the integration of all entities involved in the process of interaction, which should be based on principles that include dialogue, respect for the dignity of partners, mutual relations, and the ability to avoid conflicts and resolve them. In accordance with the idea of human capital development, lifelong education contributes to sustainable growth and is becoming a factor of economic development.

PROFESSIONAL TOOLS OF MANAGEMENT OF SCIENTIFIC AND METHODOLOGICAL ACTIVITIES IN THE CONDITIONS OF LIFELONG PROFESSIONAL EDUCATION

I. Z. Skovorodkina
S. A. Gerasimov

In the conditions of lifelong professional training methodological motivated building of science-methodical work in professional educational organizations gains special importance in the context of relevant implementation of professional management ways for certain activities, targeted at the implementation of federal state educational standards of a new generation.

Key words: professional management ways, science and methodology work, professional educational organizations.

The reforms in the educational system of the Russian Federation, its integration into the world educational space, and the need for modernization of educational spaces both at the federal, regional and local levels, require competent scientifically based and methodically thought-out professional support for the implementation of the federal state educational standards (hereinafter – the FSESs) of professional education, including secondary professional education (hereinafter – the SPE), which inevitably leads to a change in the existing practice in the implementation of scientific and methodical work (hereinafter – the SMW) in professional educational organizations (hereinafter – the PEOs). The fundamental point in this context becomes the construction of the specified activities of a college or technical school based on methodologically designed, professional SMW management tools, which correspond to modern conditions. It acquires particular importance within the context of constructing a system of lifelong professional education, where in relation to SPE (Art. 68, para. 1), its focus on solving problems related to the intellectual, cultural and professional development of a person, and target orientation towards the training of skilled workers, employees and mid-level professionals in all major areas of socially useful activity in accordance with the needs of society and the state, as well as meeting the needs of an individual in deepening and expanding education [4], is set in the law "On Education in the Russian Federation".

Scientific and methodical work in a technical school or college is a system of scientific and practical activities of the participants of PEO educational relations, aimed at the formation and development of methodological culture, the professional competence of teachers and students of an educational organization in the context of creating conditions for improvement of complete pedagogical process, and the preparation of competitive graduates in the framework of SPE FSESs [1]. SMW management in PEOs should be seen as a process of goal-setting, planning, and design of a variety of SMW programs, and the development and implementation of the road map of scientific and methodological activities, monitoring of the state of scientific and methodological activities, motivation and control. Scientific and methodological work management in PEOs is determined by using a specific toolkit

for the implementation of SPE educational organizations' activities. In the theoretical and practical aspect with respect to professional specialists, it finds its expression within professional SMW management tools in PEOs.

It should be noted that within the issue of methodology, essential aspects of the "organization activity professional resources" in the management sphere, in our opinion, have not been adequately worked on, and have the nature of consideration of a phenomenon's individual components: activities, facilities used, methods and forms of its implementation. The essence of the concept of a "professional tool for managing scientific and methodical work in professional educational organizations" is appropriate to consider in the broad sense, as that with the help of which, the problem of constructing scientific and methodological activities in technical schools, colleges as SPE educational organizations, is solved. Based on the semantic meaning of the phenomenon of a "professional tool", the specifics of scientific and methodological activities in the technical schools and colleges, professional management SMW tools in PEOs, constitute a comprehensive system organized by professionally competent specialists, consisting of objects of material and spiritual culture used in the process of scientific and methodological activities construction, transforming the activity of SMW entities, as well as of methods and forms of methodological culture, professional competence of the participants of educational relations, first of all of teaching staff and students in the educational institutions of secondary professional education, and the relationships between the selected components [1].

Professional SMW management tools in PEOs serve as both operational and active structural components of scientific and methodical work management in technical school or college, along with targeted, meaningful, control and evaluation components. They are determined by the purpose and objectives of the implementation of SMW, and correspond to the content of activities. Optimum selection and rational use determines the effectiveness of professional interaction between participants of educational relations, and implementation of SPE federal state educational standards in PEOs. The main functions of professional SMW management tools in PEOs are directing, regulating, stimulating, educating, training and developing functions. The considered tools define aspects of building work, directing teachers, students and other entities of scientific and methodological activities, and regulate the relations arising between them. Professional tools have a motivational, stimulating effect. They contribute to the achievement of education, training and development objectives in the context of the formation of methodological culture of the participants of educational relations, and the professional competence of teachers and students. Lack of knowledge or inept use of professional SMW management tools in professional educational organizations in the context of implementation of SPE FSESs reduces the effectiveness of the training of qualified workers, and employees, and the successful training of mid-level professionals.

In general, the professional SMW management tools in PEO as a system of methodological support for the implementation of the SPE federal state educational standards should be presented as follows: **Group 1** – objects of material and spiritual culture, used in the organization of scientific and methodical work in PEOs (material and financial resources, scientific and pedagogical information sources,

visual aids for SMW organization); **Group 2** – professional activities aimed at building SMW in a technical school or college (professional activity in terms of the management functional (management professional activity) – activities of planning (decision-making), organizing (implementation of decisions), motivation of behavior of participants of SMW educational relations, control of scientific and methodological work in PEOs; professional activity in terms of technology implementation (technological professional activity) – diagnosis, forecasting, design, planning, implementation of plans, analysis and evaluation of results; professional activity in terms of content (meaningful professional activity) – SMW of PEO employees, scientific and methodical work of students of an educational organization, scientific and methodical interaction with the social partners); **Group 3** – methods of professional interaction (methods of personal consciousness formation, methods of organization of activities and formation of scientific and methodical work experience, methods of stimulating scientific and methodological activities, methods of self-action, active methods of professional interaction, management methods); **Group 4** – organizational forms of SMW management (individual, group and collective forms of SMW construction in PEOs).

Classification criteria of this system are the essential SMW management context in a technical school or college, its semantic meaning, the components of the definition of "professional management tools of scientific and methodical work in professional educational organizations", and the specificity of the participants in educational relations in educational institutions of secondary professional education. As a systemically important factor, there is the professional activity of the entities of scientific and methodical work constructing in PEOs. This system is necessary for the construction (management) of SMW in PEOs, the formation and development of methodological culture, the professional competence of teachers, students and other participants in the scientific and methodological activities of an educational organization in the context of creating the conditions for improving the educational process, and the training of competitive graduates for professions and specialties of SPE [2]. The components of this system work in close connection with each other. Objects of material and spiritual culture create an information and material base for the formation of methodological culture, and the professional competence of the participants in educational relations, primarily of teachers and students, who are actively used in the SMW management process; activities contribute to the organization (management) of scientific and methodical work construction; methods presented in the classification are internal characteristics of professional activity, defining the main ways of interaction between SMW entities; and the form which is external, implying a certain order (sequence) of action of the entities. Application of the system provides professional tools for the creation of conditions for the implementation of SPE FSESs in PEOs.

It should be noted that the range of professional PEO SMW construction tools depends on the following basic positions: goals and objectives of the scientific and methodical work; the content of this activity in technical schools, colleges; the features of the SPE FSESs implemented; the specifics of the participants of PEO educational relations; the level of teaching and student collectives' development, and of values accepted in them; the specific professional pedagogical situation;

resource and material support of the educational organization; the capabilities and professional skills of the executives organizing SMW.

Thus, professional SMW management tools in PEOs within the context of construction of lifelong professional education represent a multi-component system of SMW implementation in technical schools and colleges, the main components of which are the objects used, the implemented aspects of management, and the methods and organizational forms closely connected to each other. The effectiveness of the educational SPE programs in the context of the requirements of relevant educational standards depends on their rational selection, and their orientation to the successful application conditions.

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THE PRINCIPLES OF INDICATIVE
EDUCATION QUALITY MANAGEMENT

N. F. Abdunazarova
S. Yu. Ashurova

The practice of education quality assessment assumes considerable strengthening of the role of educational institutions' self-assessment. To draw a conclusion about the reasons of increase (decrease) of education quality and positive (negative) dynamics of educational institutions' development, it is necessary to carry out internal monitoring of quality regularly. The data analysis of internal monitoring of quality allows us to make the relevant administrative decisions in due time.

Key words: management, education, indicators, quality assessment.

Two tendencies are manifesting themselves ever more distinctly in education management as a whole, and in education quality management in particular. In our opinion, these tendencies change the situation radically and bring education analysis and management to a fundamentally new quality level. The first tendency is the development of quantitative analysis based on educational statistical data, external evaluation of educational achievements, and the processing of public opinion poll results. These methods allow one to move from judgments and opinions to a substantiated comparative analysis, forecasting, and the detection of interconnections and dependencies of various factors influencing the results of educational system functioning, pedagogical and managerial activities. The second tendency is a gradual shifting of priorities in education management from the process to the results. It manifests itself in the development of program and project approaches in education management, and in the introduction of result-oriented methods.

Indicators and parameters are the core issue for creating development programs, strategies and concepts for education systems of various levels. Indicators, calculation and adequate analysis methodologies allow: (1) moving from judgments and opinions to a substantiated assessment of the status and development of the educational system; (2) creating a tool of assessment, control and stimulation of education authorities at all levels; (3) creating a substantial basis for shaping educational policy and the courses of further development of education. Therefore, it is possible to formulate and, in a great measure, to implement a virtually new approach to the education quality assessment at all levels of education management, based on indicators, information, and analytical support of managerial decision making.

The concept of "education quality" does not have a generally accepted definition. Nevertheless, it is possible to define two principal approaches to the concept of quality: in the former case it is examined from the point of view of its conformity to standards, and as a quality of educational process conditions; in the latter case, it is interpreted as conformity to the requirements and expectation of the subjects of the educational process. It seems appropriate for the purposes of education quality management within the framework of educational systems of various levels to combine those two approaches and to view the quality of

education as the level of solving of a set of educational tasks. The system of quality education assessment may be based on the following principles: (a) the realism of education quality requirements, norms and parameters, their social and personal significance; (b) the openness and transparency of the educational quality assessment procedures; (c) the optimality of primary data sources utilization for determining the parameters of education quality and efficiency (in view of their possible multiple utilization and economical substantiation); (d) the instrumentality and performance of the parameters used (in view of the existing data collection infrastructure and the users' preparedness for their perception); (e) the compatibility of the system of parameters with its regional, national and international counterparts; (f) the accessibility of information about the status of educational quality to various groups of consumers; (g) the observance of moral and ethical norms in the process of performing education quality assessment procedures.

Education quality assessment is carried out on the basis of a system of parameters and indicators characterizing the principal aspects of education quality (quality of the result, quality of the conditions and quality of the process). The choice of parameters and indications permitting one to perform objective qualitative and quantitative assessment of educational system performance is a key point in determining the efficiency of informational support of managerial decision making. The development of a universal set of indicators for the quality assessment of educational institutions' performance is a complex task, because a peculiar feature of the educational system is its openness, which manifests itself in the dependence of results on a multitude of factors, both internal ones and the ones situated outside the educational institution. The system of indicators must be constructed, so that they do not duplicate each other, and ensure the obtaining of complete information on all the parameters of the quality assessment system. **An enhanced system is shaped in the process of developing a universal set of quality indicators for educational institutions' performance. Such a system includes a redundant set of indicators and different methods of their calculation.**

A set of indicators is used in international practice for assessing the development of education. Among them are the following indicators: (a) the accessibility of quality education; (b) the quality of educational services provided; (c) resource support of the educational process; (d) the results of educational activities; (e) the efficiency of educational activities.

According to the algorithm of developing parameters and indicators for education quality assessment, the indicators must be grouped by assessment objects. **For the purposes of ensuring the versatility of the approaches to performance assessment, assessing indicators for each of the parameters must be formulated so as to take into account both the general and the specific features of an educational institution's performance.** The original data for choosing and calculating indicators for assessing the quality of an educational institution performance are the measurable (primary) status and performance indicators. These data are obtained as a result of education quality monitoring. Relative indicators of an educational institution's performance quality are calculated on the grounds of the basic indicators. Such indicators are ratios of the primary indicator values and the values of indicators of various types. The primary

indicators and the relative ones have a current and a target value. The target value characterizes the planned or actual change of an indicator during a certain period of time. The parameters selected for quality assessment are divided into the parameters characterizing process quality and the parameters characterizing result quality

The cluster approach presumes the assessment of an educational institution development level by the amount of positive changes in the primary and the relative indicators. The value of an indicator increment is calculated for a certain period of time and characterized by a sign. The increment sign determines the course of indicator value changes. A positive increment is an evidence of increased indicator value (growth), a negative increment, of its decrease (reduction).

SOCIAL PARTNERSHIP WITH INDUSTRY AS A BASIS FOR CONTINUOUS VOCATIONAL EDUCATION IN AN EDUCATIONAL CLUSTER

R. S. Safin
E. A. Korchagin

The article determines the bases and identifies the fields of social partnership between an education cluster and industry, determines opportunities for the education cluster, and defines functions of the cluster on the basis of socio-economic, territorial, national and multicultural peculiarities of the region.

Key words: education cluster, industry, social partnership, continuous professional education.

The available experience of social partnership development permits us to speak about refocusing the "education-industry" system to shaping a specialist's competence and development of his/her personality traits that are meaningful from the perspective of his/her profession. The need for developing a human, personal factor of industry was used as a basis of creating the continuous education system as a strategic goal of the education competent and qualified specialists.

In our view, the trends in social partnership between the educational institutions comprising an educational cluster and industry are as follows: (a) employer-sponsored training of specialists under contracts; (b) organization of practical, on-the-job and pregraduate practice training for students; (c) establishment of research laboratories and tertiary school departments at production facilities; (d) polling employers in order to identify a need for specialists and to shape the most important competences of a specialist afterwards; (e) discussions within the framework of joint events (research-to-practice conferences, roundtable discussions, business meetings); (e) meetings of representatives of enterprises and organizations of various business patterns with students and graduates; (f) carrying out contract work on commissions of enterprises; (g) employment of graduates; (h) implementation of career development and supplementary vocational education, etc.

Social partnership of vocational education and industry in a cluster is based on the following factors:

(1) *Common purpose.* Indeed, the objective of vocational education and industry is the same – it is educational institution graduates being competent specialists that have a certain qualification and certain socio-professional characteristics. Alongside earning profit, the goal of any enterprise is to have highly skilled personnel, and the purpose of an educational institution is to train sought-after specialists. Such a purpose permits building an educational process "from the result", thus overcoming the traditional cognitive orientation of education. Another goal is the establishment of a comprehensive system of multilevel training of specialists for enterprises on the basis of social partnership between educational institutions and employer enterprises, ensuring quality training, optimization of training time, long-term employment of graduates at enterprises, promotion of

problem-oriented, fundamental and applied scientific research, and the creation of a flexible system of specialists' professional development [2].

(2) *Common substance*. Education and industry have common substance because manufacturing processes, equipment and production engineering are sources for forming the substance of vocational education. The substance of vocational education: knowledge, expertise, skills and personal professional competences shaped on their basis are adequate to the substance of a specialist's professional activity on the shop floor. The processes, machines, equipment, etc. mastered at educational institutions are the same as those used in industry.

(3) *Common activities*. Common activities manifest themselves as students undergo practical training and fulfill practical tasks on the shop floor using manufacturing equipment in compliance with the process procedure adopted at the factory.

(4) *Common values*. Common values presume parity of technical and technological, social and humanistic values without which a contemporary specialist is impossible. These are the values of labor, production, science, engineering, society and the person. The parity of values presumes their equality in the process of functioning when none of them is a part of another. Technical, technological and humanistic values can be classified depending on the role they play in industry and education, and can be used as a base for the mechanisms of education-to-industry social partnership.

Thus, social partnership of professional education and production is an important factor of modernization of training competent and competitive specialists sought after by the industry.

An educational cluster affords the opportunity to: (a) improve competitiveness of all cluster participants through introduction of new technologies; (b) reduce costs and improve the quality of the respective services; (c) change over to a qualitatively new level through introduction of innovative educational and high-end technologies; (d) develop a method of comprehensive training of specialists possessing professional competences and able to introduce innovations in the activities of federal, regional and municipal commercial and state organizations; (e) develop a two-tier system of Bachelor and Master training in the sphere of high-tech innovations; (f) train highly qualified and competitive specialists whose information and communication competence meet the standards required by employers; (g) optimize growth of expenses in the process of training specialists whose competences meet up-to-date requirements; (h) expand the environment of reproduction of knowledge and intellectual property and introduce them into economic circulation; (i) protect the interests of the cluster participants at various public authorities.

A cluster built with regard to socio-economic, territorial, national and polycultural peculiarities of a region performs the following functions: (1) joining efforts of all structures, organizations and institutions in forming an efficient workforce for the region; (2) expanding educational, scientific and production space at the Federal District level; (3) reducing unemployment, providing jobs for the population of the region; (4) providing an influx of young personnel into education, science and industry; (5) reducing national and ethnic tensions among young people; (6) ensuring intellectual, labor, scientific research, leisure and other types

of activity; (7) increasing the efficiency of utilization of intellectual, material and information resources in the process of training specialists and performing scientific research in priority areas of education, science, technology and culture development in the interests of industry and the social sphere; (8) training personnel and significant improvement of the region's intellectual potential for innovative activity in the spheres of management, education and science; (9) introduction of high technologies and development of high-technology products (10) improving competitiveness and investment attractiveness of each educational institution on the goods/services, capital and labor markets; (11) arrangement of conditions for social partnership in vocational training of personnel; (12) improving competitiveness of the regional economy, ensuring innovative development of enterprises in the region as a whole; (13) ensuring efficient functioning of the region's enterprises and organizations, improving their financial and economic situation for accounting for using qualified personnel at all levels; (14) building mutual trust and educational services provider/user (higher educational institutions/employers) relations; (15) improving the quality of training socially and professionally mobile highly qualified specialists.

We should note that an educational cluster as a part of the continuous vocational education system strengthens ties with educational institutions of various levels, improves the quality of students' practical training, permits introducing new teaching technologies in the teaching process, speeds up the process of education through pooling resources, realizing the principle of continuity and social partnership in the "vocational education/industry" system.

An educational cluster affords independence in the choice of vocational education program, and introduces continuous education plans comprising the principal areas and specialties of personnel training for the region. Diversification of education in a cluster permits taking account the needs of the regional labor market, and to provide conditions for training creative, multifunctional and highly professional specialists.

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IMAGE OF THE EDUCATIONAL ORGANIZATION OF HIGHER EDUCATION AS A FACTOR OF ENSURING CONTINUING EDUCATION

E. N. Kovaleva

This article contains the results of research of legitimate stakeholders' perception of universities – entrants, students, business community; society's and the state's ideas about a perfect university were summarized. The importance of creating a positive image of a university for implementing the lifelong education concept in Russia is considered.

Key words: higher education establishment, stakeholders, image, perception, lifelong education.

The tertiary sector of education, whose main objective in the sphere of providing educational services is the transfer of knowledge, skills and habits as well as formation of professional competences, is the most important link in the system of continuous education at the domestic level. On how the higher education in general and the separate educational organizations in particular are apprehended, in many respects depends on the demand for educational services of post-degree education and professional retraining. In Russia, the segment of the market of educational services regarding post-degree education is developing dynamically. According to D. R. Borodina's researches in 2010, about 5 million employees of the organizations completed additional vocational education in the Russian Federation. However, in this segment there is a high potential of unrealized demand, as witnessed by a number of researches.

Thus, we should not consider continuous education only from economic positions, as the potential of the development of the system of higher education provides existence and development of the educational organizations of the higher education. Formation of the concept of education during all one's life is capable of changing a vector of society's development, creating the conditions for a humanistic orientation of improvement of an individual and of society in general. After L. P. Voronkova and others, we will assume that "only on the ways of humanization of education, formation of ecological consciousness, moral judgment of ways of development, prospects of science and equipment of people can approach new life, new culture, and a new education system.…» However, modern realities are such that a considerable part of potential the listeners of programs of additional education do not perceive higher education institutions as the organizations aimed at the satisfaction of the inquiries of the stakeholders, and capable of creating long-term relations with groups of interested parties. Owing to various circumstances, there aren't enough internal resources of higher education institutions which are still compelled to meet the requirements of the most important stakeholder from the point of view of the higher education institutions - to be exact the State – looks to correspond to license and accreditation criteria, and to fulfill the requirements of the legislation, which has undergone cardinal changes in the recent years. The formation of the image of a higher education institution as stakeholder-focused, which has its unique profile, is the realized task, but this is a task that the Russian higher education institutions would rather not fulfill yet. Thus,

the perception of a modern higher education institution by the stakeholders does not promote the implementation of the concept of continuous education by higher education institutions - as a result, the problem of the formation of the image of the educational organization of higher education plays a significant role in the formation of a society ready for training throughout life.

Relying on the process of formation of an image which, according to S. I. Nekrasov, passes three stages ("the first is studying the requirements of society, the second is modeling significant image characteristics, and the third is the translation of the chosen characteristics in visual and verbal contexts", the model of formation of the image of the educational organizations of the higher education can be updated. For understanding what criteria can be used as the basis for the formation of the image of the educational organization, research with application of content analysis of the stakeholders' essays, and deep interviews with representatives of the business communities of the region were organized. In total, 67 essays by entrants and students of higher education institutions in Smolensk, and 83,654 lexemes were analyzed. 21 interviews with representatives of the regional business were organized. The analysis of the lexemes used by stakeholders when writing the essays allowed us to construct the next image of the ideal higher education institution of the regional level, which, according to the perception of entrants: "*the higher education institution, with a wide range of educational programs having the license and accreditation, being in territorial proximity from the place of residence, providing affordable prices for educational services; the higher education institution has to give help in the choice of an educational program, explaining the specifics of future professions*". The analysis of the received essays allows us to draw the following conclusions. The lexemes characterizing cognitive components of perception of the researched object (87,4%), reflection of affective components is presented in 5.7% of lexemes, to which were attributed emotionally painted adjectives, nouns and modal verbs. 7.9% is possible to attribute to cognitive (verbs of motion, parts of nouns and adjectives) lexemes. The provided data suggest that the relation of entrants to a potential place of study has a more rational character, and in connection with this, a special impact can be made on the information, coded by means of the symbolical sign system, based on a rational component of information - for example, on the list of the realized educational programs, and the existence of the license and of the accreditation, existence of the programs of a double diploma. However, in our opinion, a hypothesis of the importance of the application of all symbolical structures (natural, iconic, symbolical), and involvements of all the components of perception can't be considered as insolvent, because 100% of the respondents confirmed that they didn't take part in any event organized by a higher education institution for entrants, such as Olympiads, competitions or quests, when affective and cognitive components of the perception of higher education institution weren't involved.

Students imagine the ideal higher education institution somewhat differently: "*it is the prestigious, modern, affordable university creating the ideal atmosphere for training and scientific activity by means of cozy comfortable surroundings in the building and on the territory, the light and well equipped audiences, extensive library, and computer classes equipped with the modern equipment. Training*

programs are formed, taking into account the wishes of students who have the right to choose the disciplines interesting to them, with an emphasis on practical activities, provided with contracts with the best enterprises in the region. The higher education institution must give an opportunity to learn, to travel, and to be trained in other higher education institutions. It is the higher education institution, where professional teachers work, benevolent and sympathetic, devoting themselves to their work, but showing insistence to students. Except the classroom occupations, under their management, different hobby groups, sections, creative groups promoting self-realization of students are to be organized. An important part of a student's life is the possibility for self-expression, feelings of importance, and of respect in relation to itself. The higher education institution has to possess identity, soul, and be the place where the student feels comfortable and where he wants to come every day. Only in these conditions, can all the abilities of the student be revealed". The analysis of the lexemes used in the essay allows the drawing of the following conclusions. Most often, we meet the lexemes characterizing cognitive components of perception. However their percentage is considerably lower, in comparison with the statements of entrants (62.3%), reflection of affective components is presented in 17,4% of lexemes, and 18,3% can be carried to the cognitive. The provided data suggest that for internal stakeholders, and in particular for students, great importance is gained by affective and cognitive components of perception, that assume the use of other ratios of symbolical structures, and the means of communication when forming a positive image of the higher education institution and of an educational program.

The perception of activity of higher education institutions by the public is important. Field research in this case wasn't conducted purposefully as during a preliminary search investigation phase by means of deep interviews, it was revealed that the main part of respondents (61%) assumed that education as formation of the personality in the country isn't of great importance for the present stage of development of the economy. Primary are the factors of the formal existence of the diploma about higher education, which helps in employment. The respondents expressed an opinion on existence of a big gap in the essence of the knowledge provided by the higher education institution, and the practical activities; in connection with this, it is essential for graduates to obtain the diploma as a credential document, which is as a document confirming the presence of a higher education. In this regard, it is not possible to offer a poll of this segment of stakeholders and be guided by the offered opinion, that the higher education institution is the organization with special, socially important, future-focused purposes and tasks. As initial parameters of an ideal higher education institution are offered as the qualities demanded by the modern society in the next 65 years (which were formulated by the experts of UNESCO in 1990-1992 for next 90 years), on this basis the image of the ideal higher education institution from a position of the society, aspiring to humanization and sustainable socially oriented development, was presented. Therefore the image of higher education institution in the perception of the public, can be presented as follows: "*higher education institution which activity is directed on formation of the experts, capable to active actions according to the solution of the ecology problems of the environment; to creation of ecology of relationships; orientation to a healthy lifestyle; orientation to*

the institute of the family; orientation to positive moral ideals; patriotic relation to the country, to the hometown, to the house; demonstrations of the elements of spiritual experience which are not relates to direct activity, to judgment of the world and its manifestations; with internal social settings of successful market participants".

Business community and consumers of additional educational services in the sphere of tertiary education have offered the next ideal image of a higher education institution: "*a higher education institution has to pay bigger attention to practical tasks in professional area, to involve the highly skilled teachers having experience of practical activities, owning modern interactive techniques of teaching to cooperate with the organizations and the enterprises in the sphere of implementation of joint projects, to create joint network projects*".

For the state, as for one of legitimate stakeholders, the image of the ideal higher education institution can be conceptualized proceeding from standards of legislation: implementation of license and accreditation requirements, and compliance with the law in the field of education, ensuring of safety and rights for incapacitated students.

Formation of the concept of continuous education is impossible without a systematic approach to understanding the purposes of key stakeholders of the organizations, who are presented not only by government bodies of system management (one of stakeholders), but also some others, not less significant: entrants, students, graduates, employees, and the business community. The perception by the key stakeholders of the activity of the educational organizations is an important indicator not only of the current situation and of the development of the system of higher education, but also a key to understanding the strategic and operational planning of the activity of higher education institutions, in order to achieve the optimum trajectory of development, to meet the modern requirements of Russian society, and international standards of life through the formation of the necessity for continuous education, and providing the conditions for the satisfaction of such requirements.

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EDUCATIONAL CONDITIONS FOR TRAINING OF MASTERS FOR DESIGNING A SYSTEM OF INDEPENDANT ASSESSMENT OF THE QUALITY OF EDUCATION

I. F. Igropulo

Justification of the relevance of training masters to the design of the system of independent assessment of education quality in open space according to the dynamic socio-cultural changes is presented; target characteristics and features of designing the content and technology of educational programs are considered.

Key words: Master, education manager, education program, education quality, independent assessment, openness.

The expansion of society's engagement in the control of education, practical implementation of the principle of state-social nature of management, and increasing requirements for higher transparency and openness of the educational process and management process, determine the issue of scientific substantiation of the content and training of Masters within the Master's Program, entitled "Education Manager", for developing and using the system of independent assessment of education quality. The Master's Program "Education Management" analyses concrete educational and management innovation in a broader social and cultural context, for students to understand the huge innovative changes in modern education, and to realize their value and sense position, which determines the attitude towards and readiness to master concrete management innovations [3]. A special role in the implementation of a researcher's design belongs to the consideration of the value foundation of the systemic changes occurring in education, under the conditions of intense information and communication relations of educational institutions with target groups in an open socio – cultural space [2].

While designing the content of the programs for training Masters for the implementation of the systems for independent assessment of educational institutions' activities, we rely on such basic conceptual features of the content as humanitarian nature, openness, and multi-purpose design. Their invariant features include: relation to the cultural context and system of value; personal orientation; an inter-subject objective to build an integral understanding of education management as a special type of humanitarian technology.

Understanding modern scientific approaches allows students to realize openness as a principle providing for the integration of the education system and society, as I.A. Valdman states with the following factors: (a) increasing awareness by representatives of society in the activities of education institutions; (b) change in the composition of the authors of the social mandate for the education system; (c) presence of social structures engaged in management; presence of partnership principles of relationships of the education system with organizations, social groups and institutions [1]; The leading principles for designing the content of Master's training for designing an independent assessment system of the education quality under our study include: firstly – flexibility and responsiveness (selection of training materials, taking into account their value and the professional preferences of

students within the learning process); secondly – completeness and comprehensive nature (deep inter- and intra-subject links between components of the content providing for function-oriented training of future education managers); thirdly – variability and adaptability (conformity of the content to social, and subject-professional personal-value preferences of future education managers); fourthly – diagnostic and predictive nature (design of the content based on diagnostic of professional and personal requests of students, taking into account changes in requirements for the level of professional and personal development under the conditions of rapid socio-cultural changes).

The content and technologies of training of future education managers for designing the system of independent assessment of educational institutions' activities are of a problem-oriented and personal activities based nature, and are designed to assist students in engaging in intense exploratory activities of a issue-searching nature, providing for the subject position in changes of understanding of performance and quality of education, of the modern understanding of educational achievements, and of development of concepts of assessment activities as an instrument for the systematic development of the educational organization. The purpose of an education program is the improvement of the level of psychological-education and management competence of future education managers in the implementation in the educational institution of the researcher's instruments for the independent assessment of the quality of education, based on the study of the best domestic and foreign practices.

Designing and realization of the education program for Masters' training in designing an independent system for assessment of the quality of education, allows us to achieve the following purposes: (a) building needs in mastering physiological and management knowledge in the issue of independent assessment of the quality of education as personally important; (b) mastering the system of modern scientific knowledge in education and psychology, strategic management, and quality management as the framework for skilful professional activities in the implementation of mechanisms for state-social management in education; (c) building a system of organizational and management skills in the creation of conditions for providing transparency of public (municipal) education institutions; (d) development of analytical skills of education managers in the issue of information and communication interaction of general education institutions with target audiences in an open socio-cultural space, based on inter-subject synthesis as a framework for professional improvement.

Students who have successfully completed an education program must know: the forms of state-social management in education and main lines of their activities within the system of independent assessment of the quality of education; principles and criteria for the independent assessment of the quality of education; methods of social harmonization of the criteria for assessment of the quality of education; modern forms and instruments of the assessment of education institutions' activities (ratings and rankings, public reports, analytical materials); ways to identify information, the expectations and demands of uses of education services, and of representatives of interested groups; methods for the development of a digital media for the organization of assessment procedures to improve the performance and transparency of these procedures.

A generalization of the results obtained at the present stage of the study allows us to formulate the following main conclusions:

(1) the systemic building nature of the Master's training in implementation of the system for independent assessment of the quality of education is featured with openness, understood as a comprehensive property of an education program, its ability to take into account professional and personal peculiarities of students, and model situations of mutual trust of all participants in the assessment, providing constant dialogue for the assessment and analysis of the results of the independent assessment of education institutions' activities, openness, and availability of results of the assessment for all interested persons and parties;

(2) leading education conditions of the process of Master's training in the implementation of the system of independent assessment of the quality of education include: (a) a high degree of students motivation for systematic improvement of their knowledge, development of assessment and reflexive mental strategies for mastering value, content, methodical, compliance and organizational issues of the modern civilization of assessment of the education quality in an open socio-cultural space; (b) provision of congruence, compliance of the content and technologies of training with students' needs; (c) rational combination of methods and forms of education, providing development motivation-value, emotion-will, exploration, and constructive-activity readiness of masters for the development of a system of independent assessment of the quality of education; (d) development of an active education media, reflecting the issue and social context of concrete education organizations under the conditions of the development and implementation of the system of independent assessment of the quality of education.

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THE ESSENTIALS OF STRATEGIC MANAGEMENT OF EDUCATIONAL INSTITUTIONS

D. R. Rakhmatullayev

This article is devoted to the issue of developing an efficient system for strategic management. The idea of education management based on strategic management is substantiated in the article.

Key words: management, strategic management, education management, efficient system development.

One can determine the following principal spheres of strategic educational activities management: (a) receiving and coordinating predictive information and using it for the purposes of improving the efficiency of the educational process; (b) analyzing the current state and the prospects of development of educational activity as an integrated system, eliciting problems and contradictions, studying objective and subjective factors ensuring connections between the development of education and society; (c) organizing innovative, socio-cultural, learning and teaching, administrative and organizational, financial and economic activities ensuring the quality of the educational activity through their interconnection and inerdetermination, continuity and succession, unity of the purposes and areas of educational activity (designing, planning, implementation and control of the educational process).

To a large extent, managers' interest in strategic management of the organization entrusted to them increases because of market competition of educational institutions. As the ambient environment becomes increasingly uncertain, strategic management determines stable functioning of an organization or its restructuring in coordination with the dynamic environment, as opposed to "situationality" and being immersed in the solution of short-term tasks. The concept of "strategic management" actively enters the vocabulary of managers of educational institutions.

The majority of educational institutions never run out of ideas, but there is often a lack of readiness and capability to turn these ideas and results into educational practice.

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SOCIAL PARTNERSHIP:
A NEW FORM OF RELATIONSHIP
IN THE SYSTEM OF LIFELONG LEARNING
OR METHODS OF NEGOTIATING
DISADVANTAGES IN THE EDUCATION SYSTEM

L. . Raguzina

. . Zhukoven

In this article, we have decided to pay attention to the organization of the social partnership in the establishment and development of intra-regional, inter-regional and international educational and cultural cooperation; to show how a school can cooperate with the State Duma of the Russian Federation, the UN Information Centre in Moscow, and the Interparliamentary Assembly of Member Nations of the Commonwealth of Independent States.

Key words: social partnership, upbringing, associated schools of UNESCO.

Social partnership as generally understood is a collectively distributed activity of social elements – representatives of different social groups, the result of which are positive effects acknowledged by all participants in this activity, which then leads to building civil society. The need for a broad social partnership in education has been foreseen by modern theoretical views on education. It is considered as one of the leading social concepts closely related to the main social environments – the economy, social structure, culture and politics.

When we are talking about social partnerships in education, we are talking about social action based on a feeling of human solidarity and a shared responsibility for a problem. Representatives of different organizations work together on the understanding that there is much to gain from it, not only for them, but also for the entire of society. The foundations for social partnership are indeed involved in every interacting part finding ways to solve social problems, a unification of the efforts and possibilities of every partner for their realization, and constructive cooperation between the parts in solving the issues in dispute and aiming to find realistic solutions of social tasks.

Like the majority of Saint-Petersburg schools, our school also cooperates with institutions of higher education, in which our school leavers study later, and with the Academy of Postgraduate Education, where teachers attend courses of advanced training. However, in this article, we decided to pay attention to the organization of the social partnerships in the establishment and development of intra-regional, inter-regional and international educational and cultural cooperation. The partnership here appears as cooperative goal setting for the educational and upbringing process, as preparation and a realization of particular measures. The system of upbringing at school is built in such a way that it can enhance the activity of teachers, pupils and their parents in order to improve their involvement in holding activities, to motivate for cooperative work, and interact with local society and international partners.

Our school (The no. 1 with an advanced curriculum in English in the Moskovsky district of Saint-Petersburg, associated with UNESCO) developed the

project entitled the "Interparliamentary Assembly", for Associated Schools of UNESCO in the Baltic North region. Within the framework of this project, the school cooperates with the Interparliamentary Assembly of Member Nations of the Commonwealth of Independent States. Teachers and pupils have the opportunity not only to get acquainted with work of the Interparliamentary Assembly, but also to hold activities in halls of the Taurida Palace. Surrounded by beauty, the pupils learn the basics of international relationships and the political structure of countries, as well as how to speak to a large audience and to participate in discussions. Such experience is important for children who want to become professional politicians in the future. Within the walls of the Taurida Palace, a summit was organized for the Associated Schools of UNESCO on the subject "The Taurida Palace - yesterday and today"; a business game was held on the history of Russian parliamentarianism - "History of Russian Parliamentarianism" and "The first day of the State Duma", and an action game entitled "Action of the Duma in the reflection of print media" (using materials of newspapers and magazines from 1905-1907). During the action game entitled "Session of the first State Duma", the pupils were discussing different draft bills. These activities have been highlighted in the mass media. The cooperation with the UN Information Centre opens manifold possibilities for the pupils. When visiting it, they get acquainted with its work, and participation in the International Youth Model UN in Moscow allows them to practically apply their knowledge, gained at school in social studies and English lessons, as well as at the UN Information Centre. Working in the Committees of the Youth Model UN, the pupils have to represent a certain country on the subject given in Russian or English. Such experience is very important as it forms the skill not only of giving short and precise statements, but also of conducting a talk correctly and in a well-reasoned manner, and of establishing communication. This year, the school continued its cooperation with the State Duma of the RF. As well as excursions to the State Duma, which have become a tradition, we organized an exhibition of the creative works of pupils of Associated Schools of UNESCO in the region, entitled "Olympic Hopes", in cooperation with the Committee of Sport. At the exhibition, pictures dedicated to the Olympic Games in Sochi that took place recently, and to Olympic Sports made by pupils of classes from 1 to 11 were presented. Such a fruitful cooperation gives pupils the opportunity to realize the significance of their creative activity and to open up wider horizons for them. The work within the framework of different environmental projects and the cooperation with the state unitary enterprise "Vodokanal" allows the pupils to apply knowledge gained in class practically. Junior pupils enjoy different interactive games and competitions organized by "Vodokanal" very much.

Environmental problems are getting more and more challenging for society. In addition, it is said on different levels that modern young people pay no attention to the environment. It should be noted that continuous reminding of existing problems will not solve them. That is why we decided to move from words to actions in our school. We hold activities in landscaping the school grounds, and planting plants and ornamental shrubs. Having studied the soil composition of the school grounds, the children chose plants that could be planted around the school together with the teachers. Our social partner, the municipal formation "Moscow Gate", and the pupils parents support us with the planting material. We are sure

that such cooperation will draw the attention of a lot of people to the environmental problems, and will encourage a wish to solve them together.

A multitude of work forms, cooperation with social partners, and close interaction of all participants in the education process will help, in our opinion, to cope with the many disadvantages of modern education system. This will give the pupils the opportunity to gain deeper knowledge, to apply it practically, and to overcome difficulties they can confront with when they leave school.

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ON THE STRUCTURE AND CONTENT
OF EDUCATIONAL SERVICES
IN THE CONTEXT OF A MUNICIPAL DISTRICT

L. V. Rezinkina

This article shows the possibility of organizing the process of continuous education in a municipal area, and the principles and main directions of development of municipal educational service.

Key words: continuing education, training, municipal educational service.

The organization and rendering of educational services is one of the most promising trends in service activity [6]. By an educational service, the theory of management means a pedagogical system that provides for the implementation of the function of a specialist's educational support at various stages of such a specialist's professional career [6]. In the work by I.V. Osokina and L.S. Tsvetlyuk, educational service is defined as a customized (focused on a specific user or a narrow address group) activity, aimed at providing educational services to a user needing them in the form of knowledge and competences of a general and/or professional nature [6].

The process of organizing personnel skills improvement and retraining within the framework of a small regional territory, a municipal district plays a special part in the system of continuous education. It is educational services provided at a municipal level that can become an efficient tool of meeting actual needs for the continuous education of both teachers and specialists of various professions and detecting potential ones. Three mutually conditioned tasks are set in the context of organizing such services at the municipal level: (1) improving general cultural standards, and the realization and modernization of human resources. The first task presumes mastering basic competences and adopting general cultural standards; (2) aid in the shaping of a professional human resources policy needed for maintaining a market economy; (3) modernization and development of the human resources for the rapid adaptation to the dynamic changes in industry and socialization [6].

"Educational services", A.O. Chentsov states, "are created in the process of pedagogical research labor, as a variety of research labor. The result of pedagogical research labor can be defined as an educational product. An educational product is a part of the intellectual product adapted for the respective segment of educational services" [8, p. 120]. In the majority of works, an educational service is viewed as a process of transferring certain information for learning, with the purpose of obtaining a certain result. E.D. Lipkina views an educational service from this perspective as "a sum of knowledge, expertise and skills, and a certain amount of information used for meeting a specific human and social need for intellectual development and learning professional abilities and skills" [4, p. 10]. Dolyatoisky and O.A. Mazur also define an educational service as "intangible actions aimed at an individual consciousness and ensuring the realization of a human need for learning a specific type of knowledge, expertise and skills, for the acquisition of a profession or qualification that ensures meeting a demand of the labor market" [3, p. 14]. The most complete reflection of the specific

nature of continuous adult education is understanding an educational service as a purposeful, organized creative process of rendering aid in the mastering of new knowledge and competences within the framework of a specific educational program (specialty), in the form of a sum of knowledge of a social and special nature, as well as practical skills transferred to an individual according to a certain program [2, p. 12].

Educational services are most easily adapted to the local industrial, ethnic, cultural and religious circumstances; this is the thing that is most in demand in municipal education.

While projecting municipal educational services as a form of support of continuous education of specialists, one must take into account the results of T.Yu. Lomakina's study, according to which the concept of educational services in the context of continuous education conventionally applies to the following subjects and objects of education [5]: (1) to a person that studies permanently at educational institutions or educates him/herself; (2) to the educational process/program that characterizes the involvement of a human being into the educational process throughout his/her life, and the continuity of educational activity; (3) to the organizational structure of education, determining the nomenclature of the educational institutions' network and their interconnection, creating an educational service network with a continuity of educational problems, capable of meeting the whole aggregate of educational needs arising both in society as a whole, and in every particular region and in each person.

As is evident from the foregoing, it is the specific targeting of educational services in the context of continuous education that determines the possibility of multidimensional and optimal motions of a person in an educational space.

Let us expose the principal trends, goals and content of the development of educational services in the context of continuous education in a municipal district.

The first trend is assistance to the development of continuous education as management of changes in the educational service system at the municipal level. This trend will ensure the establishment of practical educational service organization at various levels, as a process of joint creation of various subjects' ideas about the forthcoming joint activity. The exploratory nature of the activity of teaching staff will promote a reduction of the labor intensity of the development of curricula and projects, shaping the subjectivity of methodological service participants, mutual reinforcement of all the element of educational activity, and the development of educational process participants' creativity within the system of municipal education.

The second trend is the scientific methodological support of the creation of an educational institution infrastructure in the form of educational services, ensuring the efficiency of innovative activity in the educational space of a municipal district. The goal of this trend is the development of an organizational model of constructive interaction between the innovative practice and the traditional one within the system of municipal education. This is implemented by promoting the unity of research, development and experimental manufacture of test articles setting the pace of innovative transformation of the traditional practice within the municipal educational system, the organization of activity of institutions ensuring the probation of innovative articles, collecting, analyzing explaining and storing a stable positive pedagogical experience. The solution of the tasks at hand will

ensure the quality implementation of the target goals of innovative policy of a department of education of municipal administration.

The third trend is scientific pedagogical support of the organization of network interaction between the subjects of a municipal district educational space, as a toolkit of methodological support of network interaction based on the resource potential of informational and communication technologies: eliciting and formalization of a set of methodological services ensuring the efficiency of network forms of interaction in the educational system at the municipal level, mastering remote forms of interaction with the educational space subject, the development and maintenance of a municipal education system website, etc.

The fourth trend is the organizational and legal aid in creating the mechanisms of integration of an institution in the regional system of teaching staff skills improvement (monitoring the deficiencies and potentials of an educational service, the extent of satisfaction resulting from the implementation of a request, the development of tools for assessing the results of social and professional partnerships, an appropriate regulatory environment, shaping an information space, organizing public discussion, state and public expert assessment, sharing experience, publishing materials, and work with mass media).

As an experiment has shown, the above trends of educational service development within the framework of continuous education systems in a municipal district can be implemented through an educational service organized by a municipal resource center created and housed by an innovative educational organization. Such a municipal resource center is an organizer and coordinator of the continuous education of adults, which includes training and retraining of specialists in a wide scope of professions: not only teachers but social workers, specialists working in the employment service, the cultural sphere, and industrial and social organizations.

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SUSTAINABLE INFLUENCE
OF SOCIAL MEDIA ON VOLATILITY
OF STOCK PRICES. STATE OF ART

A. V. Dubko
Q. Boissier

The paper introduces the growing interest toward social media from investment funds. Article discusses the most vivid examples of social media influence on volatility of stock prices that stimulated the practical interest toward the problem. Also the paper reviews the existing academic researches. In the end it presents the authors' model of the factors, defining the influential power of the message in the social media.

Key words: social media, social networks, Twitter, volatility pf stock prices.

Social media for the last 10 years have become a rightful part of life. And for the generation of 2000, it will be as natural as a car or hot water. Firstly treating social media as an entertainment sites, soon many professional spheres revealed its potential: firstly, marketing and advertising, then recruiting – nowadays recruiting through social media, allowing the HR to reach passive candidates is becoming more and more popular. Then there was a number of reports on the role of social media in growing and "heating up" the protest movements. (Gonzalez-Bailon et al., 2011). Now it is the turn of finance. The critical condition for social media to be influential is number of people engaged. As soon as critical mass of professional investors and economists started sharing their thoughts through social media, it began to affect the market. According to Colt Technology Services, in 2013 about 45 percent of financial-services workers regarded social media as a trailing indicator and used them to validate their trading decisions (Sukumar N., 2013).

Structure of social media allowing message to go viral in an hour is in line with long-discussed danger of high-frequency traders who gain tiny profits for milliseconds and thus employing fast and almost autonomous machines that rely on algorithms and lack critical thinking. First significant events revealing potential influence and potential threat of social media in relation to financial sphere happened in 2013. Hacked Twitter account of Associated Press shared the tweet about injury of Barack Obama as a result of the explosion in the White House. Message was instantly re-tweeted, reaching 4000. Although the hack was soon revealed and blocked, it caused shock waves through the market making S&P500 decline 0,9%. (Matthews C., 2013). Another vivid example happened a few months later, when famous investor Carl Icahn wrote in his twitter: "We currently have a large position in APPLE. We believe the company to be extremely undervalued. Spoke to Tim Cook today. More to come." And after that stock price of Apple moved from $475.76 to $494.66 for just one hour (Pressman A., 2013).

However, academicians started researching the topic earlier. In 2011 one of the first researches on the topic appeared devoted to predicting the stock price changes by the tweets of common people. Assuming that market movements depend greatly on the people's expectations, researchers analyzed vast layer of tweets, then they allocated the dominating expectation of the majority of people and compared it to actual market movements on the next day. They managed to

find significant correlations. (Zhang X. et al., 2011). In the same year Bollen et al. also found that the public's mood on Twitter can predict the Dow Jones Industrial Average. (Bollen et al., 2010). In 2014 Sul, Dennies, and Yuan collected all Twitter posts that mentioned S&P 500 firms and claimed that positive or negative expectations or statements about a firm significantly correlated with that firm's stock returns. (Sul et al., 2014). While most of researches applied overall approach: taking general data and looking for mentions of firm stock tickers, names and keywords, in 2015 appeared one of the first papers that used firm-specific twitter metrics to predict homogeneous groups of stocks that have similar movement of returns. (Liu L. et al., 2015).

There also can be a different approach – not through the analysis of mass opinion, but through the analysis of the posts of key figures that actually form the mass expectations. As we could see in real-life examples, in both cases major changes in market were caused by single initial source whose message later was shared by others, but what determined the changes was the one single trigger.

Now it is important to briefly observe key factor groups that define the influential power of social media message. We can single out three groups of factors: (1) factors of the recipient of the message; (2) properties of the technology; (3) properties and qualities of the source – the sender. First group includes personal traits of the recipient that define how easily he is influenced by the information from social media. Here we include (a) risk-taking – general readiness to take risk and participate in activities with high level of uncertainty; (b) propensity to trust – basic level of trust that is formed in early childhood and serves as base for local trust and (c) locus of control – an extent to which individuals believe they can control events happening to them. As we can observe, very different people are involved in the cascading processes of information dissemination, so we can conclude that this group of factors is not the most significant when we are studying mass processes.

Second group refers to the technological differences of social media. Here the most important are (a) safety police: social networks differ greatly on safety and privacy settings. In business networks (e.g. LinkedIn) an attempt to add a friend is a complex procedure that demands efforts and limits fraudulent actions. At the attempt to add a complete stranger to contact list – the initiator will face number of trustworthiness checks long before the person he is trying to get in contact with will even know about these attempts. On the contrary, in VKontakte adding a friend procedure is a simple choice between: "Add/ Don't add". Such choice is often made impulsively, by influence of situational factors. Such difference in privacy and safety measures leads to differences in trust formation to the messages arising inside the networks; (b) available instruments of information sharing. For example, some networks allow uploading audio, while others not; (c) algorithm of information sharing – networks differ in what types of information they by default include in the user's news feed. For example, Facebook's news feed reflects not only uploads and actions of the friends, but also everything that they liked or commented, while Vkontakte – reflects only direct actions. The key point in influencing stock prices is speed. From this point of view, the best instrument of existing social networks is Twitter. It provides minimum information, it is unified that makes easier the mechanical processing. According to some professionals, it is not even a social

network, but informational network (Ben Parr, 2010), as it focuses not on social ties but on information dissemination. While difference in number of users is not critical, Twitter for now is the perfect instrument for emergence of cascading behaviors.

Finally, the third and probably the most interesting for us group of factors – properties and qualities of the source – the sender. (a) Verifiability and trustworthiness of the source. In the earlier example, Associated Press (AP) was a trustworthy source which news, even such incredible, at first were treated with some credit of faith. (b) Properties of the message itself – structural and semantic features that makes one message more likely to be shared than another (

. ., . ., 2011). (c) Influential power of the source, that is defined by (1) size of personal network; (2) activity and loyalty of the followers – only number of followers is not enough if the followers are not active participators and are not loyal or interested enough to re-share the message of the initiator. Otherwise, the message will die in the first circle of friends while power of cascade is in re-sharing. (3) Density of the network. The more close and strong are ties with followers – the more likely they share the same interest and consequently are more likely to share the information further. (4) Position in the network. The source is located within tightly-interconnected network or has also large number of weak ties granting him access to other dense communities and increasing the chance that his message will reach vast number of people. Returning to our example, if AP wasn't a popular source, it won't cause such effect as time was crucial – hack attack soon was revealed and blocked, so only its position within diverse network let its message to go viral before counter-actions.

Now let us explain what is the practical implication. In portfolio management we can distinguish two kinds of managers: active and passive. The latter refers to managers whose goal is to replicate the performance of an index whereas active managers select asset classes and securities to include in their portfolios. The performance of active managers has two components. The first one is security selection, which refers to their ability to value and select securities to add in their portfolios, and then their strategy can be for example to short sell overvalued securities and being long on undervalued ones (arbitrage or market neutral strategy), or to overweight the stocks with the highest risk-adjusted return in an equity long-only strategy. The second component is called market timing management, which is the ability to anticipate market trends and to thus modify the portfolio risk exposure by increasing or decreasing the beta of the portfolio. Beta referring to the risk arising from the exposure to general market movements.

Alpha that can be seen as the added value allows to evaluate and compare fund managers' performance. It refers to the outperformance (or underperformance) compared to a benchmark such as an index. Hence, passive managers will have an Alpha equal to 0 because the performance of their portfolio will be derived from an index, whereas active managers will perform differently from the benchmark.

Social media analysis is one mean to improve the alpha of managers by giving them information in incredibly fast way to share information thus enabling fund managers to anticipate even more faster hence reducing time decision and enhancing market timing management. Thus, since its inception, social media analysis has been widely and quickly adopted by the investment industry mainly by

hedge fund managers in order to obtain or improve the Alpha in their investment strategies. Growing interest to the topic both from academicians and practitioners proves potential impact of social media to the stock market. We believe, that when tested, our model will help to reveal existing correlations between opinions of key figures expressed publicly and stock prices movements. That is a good example of sustainability and globality of the world processes.

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RATING SYSTEM
OF PEDAGOGICAL ESTIMATION
AS INNOVATIVE TECHNOLOGY
IN CONTINUOUS EDUCATION

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In modern pedagogy, the opinion was established long ago that during control and assessment of the quality of the educational process, mainly the forms and methods relying on procedural criteria of the activity of educational process participants have to be used [3]. Among essential advantages of the forms, relying on procedural criteria of activity, the following are distinguished: (a) the best adaptation to the changing training conditions (flexibility of an assessment); (b) high degree of independence of estimate judgments (objectivity of an assessment); (c) the wide range of potential subjects of estimation, including educational and non-learning achievements of students; (d) a target orientation on the increase of motivation, independence and responsibility of students.

There are enough technologies and methods allowing us to estimate the education level of students. Traditional estimates for all types of study (work at practical lessons and seminars, performance of laboratory work and tests, design charts and term papers) continue to play a noticeable role in the organization of the educational process. The use of the pedagogical rating system is one of the most significant ways of pedagogical estimation of students' achievements. Introduction of the pedagogical rating system into educational process occurred according to the logic of the reform of the system of higher education for the purpose of stimulating the educational cognitive activity of students, strengthening of their motivation to study and increasing their objectivity of estimation. The trainee from the very beginning has to be targeted towards the result of the training – for example, obtaining certain competences by assimilation of the educational program. Its results have has a great influence on the motivation of students in training.

All subjects of the pedagogical activities should be interested in the objective evaluation of the quality of knowledge, because the quantitative and qualitative evaluations provide precise information about the level of training. The aim of the implementation of the cumulative rating system of pedagogical assessment of students' achievements is to improve the quality of training. Rating the estimation of the knowledge of students is the system providing transition from stating to the cumulative status of estimated points. Estimated points create the conditions for procedural and productive control of the predicted result and of the dynamic educational process.

In scientific literature, rating estimation is understood as the assessment method based on judgments of the respondents, and competent judges with the use of rating scales. In pedagogy, the rating assessment is understood as "accumulated assessment" or "the assessment considering previous history". The most general definition of rating system of pedagogical estimation is a set of rules, methodological instructions and the corresponding mathematical apparatus realized in the program complex, providing information and processing both on

quantitative and on qualitative indicators of the individual educational activity of students, allowing us to assign an individual score (an integrated assessment) to each student in any subject, any kind of occupation, and also generally on a number of disciplines [1].

The student's rating (integrated assessment) upon the termination of a semester (a course, or an educational program) is formed on all kinds of activity, including research work, deployment period, and final certification. Rating estimates are established on the kinds of activity and disciplines where the main indicators are weight coefficients. The rating assessment is formed by accumulating quantitative points for performance of educational actions. Estimation is based on the expert assessment defining criteria and conditions of a set of these points, which finally are expressed in the rating as a final assessment of the result of the activity of students. The fund of estimated means is understood as a set of methodological and control materials for estimation, intended for the evaluation of competences at different stages of training of students for certification tests of graduates for compliance (or non-compliance) of the level of their preparation to the requirements of the corresponding state educational standard, upon completion of the main educational program for a certain direction or specialty.

Indicators and criteria of checks of assimilation of knowledge, and development of abilities, have to possess certain characteristics and to contain: (a) a description of the actions reflecting the work with information, and performance of various cogitative operations (reproduction, understanding, analysis, comparison, assessment); (b) criteria may contain the instruction on the required completeness of information, the accuracy of its reproduction, validity and sound reasoning of the analysis and the assessment, and also on deviations from the standard. The criteria of the rating system of pedagogical estimation of the achievements of students represent rules of the definition of a numerical or verbal assessment.

In summary, it is important to emphasize that speaking about innovative tendencies in pedagogical estimation, not so much transformation of means of estimation must be kept in mind, though tools and procedures of estimation can also change, but the change of philosophy of assessment and the purposes of pedagogical estimation. As Harris and Bell rightly state "… that in many cases it is necessary to change not the existing methods or means of estimation, but the basic philosophy and the purposes of their use and application" [4]. The general idea on which the developing estimation is based, is the idea that quality of education means estimation (as in feedback) of related, simultaneous and parallel processes: training; teaching; studies.

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